Gage & Co's.

Educational Series

BOOK III.

CANADIAN READERS.

QUEBEC CITY. (SEE DEATH OF WOLFE, PAGE 170.)

W. J. Gage & Co.'s Educational Series.

CANADIAN READERS.

BOOK III.

BASED ON THE SERIES PREPARED BY

J. M. D. MEIKLEJOHN, M.A.,
PROFESSOR OF EDUCATION IN THE UNIVERSITY OF ST. ANDREWS,

AND EDITED BY CANADIAN EDUCATIONISTS FOR USE IN THE SCHOOLS OF CANADA.

W. J. GAGE AND COMPANY.
TORONTO AND WINNIPEG.

Entered, according to Act of Parliament, in the Office of the Minister of Agriculture, in the year of our Lord 1881, by W. J. GAGE & Co. Toronto.

PREFACE.

THE THIRD BOOK contains longer lessons than the Second Book, more difficult words, and more literary phrases. But care has been taken that the style should at the same time be so clear, that the sentences may be read without strain. For this reason, also, the sentences are in general short; and the sense of them may be caught at once without too great effort.

The lessons have been selected and prepared first to interest and attract, second to instruct and elevate. A vast fund of practical, general information is contained in the book, but it is given in such a style as to make the reading-hour one of the most pleasant of the day to the pupils. In a book of this kind there must always be a necessity for matter which naturally promotes lively reading. This necessity has been recognized and amply provided for in this Third Book. For this and other reasons, it will be found that children who have been judiciously carried through this book will have acquired good habits of *expressive reading*.

Special attention is directed to the illustrations, and to the articles relating to Canadian History and progress.

The Exercises, which have been carefully thought out, are so contrived as to give the pupils views of the functions of *nouns*, *verbs*, and *adjectives* from different stand-points; and explanations of literary phrases have not been forgotten.

CONTENTS.

		PAGE
TOMASSIE AND THE RABBITS. Part I.		9
LUCY GRAY	*Wordsworth*	14
TEA, COFFEE, SUGAR		18
SOLDIER, REST!	*Sir Walter Scott*	21
A NAIL WANTING; OR, A STITCH IN TIME SAVES NINE	*From the French*	23
TOMASSIE AND THE RABBITS. Part II.		25
HIDDEN TREASURES		30
SIGNS OF RAIN	*Dr. Jenner*	31
THE DOG		34
THE PLUM-CAKES	*Hannah More*	40
FIDELITY AND PERSEVERANCE		43
STORY OF COUNT GRAAF		44
THE PROGRESS OF NAVIGATION		50
MUNGO PARK AND THE NEGRO WOMAN		55
THE TRAVELLER IN AFRICA	*Duchess of Devonshire*	57
PROCRASTINATION		59
THE GOAT		65
THE TAKING OF LINLITHGOW CASTLE	*Adapted from Sir W. Scott*	69
A DRAWING-LESSON		73
MORNING AFTER RAIN	*Wordsworth*	77
FIDELITY		78
DUCKS AND HENS		81
BIRDS IN SUMMER	*Mary Howitt*	87
THE HORSE		91
THE STOLEN PEACHES	*Krummacher*	97
SCRIPTURE READINGS		101
HYMN OF THE HEBREW MAIDEN	*Sir Walter Scott*	104

Iron		106
A Far-distant Country	*Evenings at Home*	113
Apparently Drowned, but not Dead	*J. W. McLaughlin, M.D.*,	119
The Peacock		125
Storm Song	*Bayard Taylor*	129
True Greatness	*Dean Stanley*	131
The Lion and the Spaniel		134
The Little Testament	*John B. Gough*	139
New Year's Eve	*Tennyson*	141
Riddles		142
The Little Match-girl	*H. C. Andersen*	146
A Narrow Escape	*Alexander Dumas*	151
Zlobane		158
Canada's Progress		162
Excelsior	*Longfellow*	167
The Death of Wolfe	*Parkman*	170
The Three Copecks	*Paul H. Hayne*	179
Canada under the British		182
The Death of Brock		187
Words Often Mispronounced		189

BEAVERS AT WORK.

TOMASSIE AND THE RABBITS.*

1. Once upon a time, not very long ago, there was a family of rabbits that lived in a nice sandy bank near a wood. There were Mr. and Mrs. Bunny and ten little Bunnies. They were all pretty little gray things, and Mr. and Mrs. Bunny were very

* This story may be considered too little advanced for the Third Reader; but it is inserted in this book for the purpose of giving practice in bright, lively reading, which can only be had where the subject is interesting and the style easy.

proud of them; but they kept them in good order, and when they were naughty, would smack them very hard. The eldest one's name was Flopsy; she was a good little rabbit, with a serious face and long, soft ears; she tried very hard to keep her brothers and sisters in order, but they were rather mischievous.

2. One evening Papa and Mamma Bunny came home with very sad faces, and said to all the little rabbits who were playing in front of their sandy hole: "That dreadful Mr. Fox on the other side of the hill has quarrelled with his brother who has his hole near him, and is coming to live in our bank."

3. "I heard him say so himself," said Papa Bunny. "I was hiding in the long grass, and heard him say: 'The rabbits have a nice big hole there, so I will eat them up, and live in their hole, which I can soon make larger.'"

Mamma Bunny began to sob, and all the little rabbits sat up in a circle round her. They looked at her, then at each other, and then all burst out crying too.

4. "Leave off crying at once," said Papa Bunny; so Mrs. Bunny gave one last long sob, and then stopped; while Flopsy dried her eyes on her little paws, and then went round with a handful of grass, and rubbed all the other little rabbits' eyes and noses until they were quite dry, though they looked very red for a long time afterwards.

5. Papa Bunny said he must go away for a few days to find a new sandy place, where they

could make a home, away from the fox; and Mrs. Bunny said she should go with him to see that he chose a nice sunny bank.

"So mind, Flopsy," she said, "that you take great care of the little ones, and shut the house up every night to prevent Mr. Fox getting in; and now you had better all go to bed, as we have to pack up some things, and be off early in the morning."

6. "May we not have one more race?" said Ruffy, who was rather a tiresome little rabbit.

"I don't want to go to bed," said Bobtail, as Flopsy took him by the paw, and he threw himself down on the ground and wouldn't move.

"Go at once," said Papa Bunny, taking up a long switch and coming towards them. 7. That was quite enough. Off they scampered, and one after another little tail bobbed out of sight down the hole. Flopsy put them all to bed, and then helped Mr. and Mrs. Bunny to pack. They left home very early the next morning, leaving all the little rabbits, except Flopsy, snoring. 8. She was up and bustling about, though she had two great tears in her big brown eyes, for she was very sorry Papa and Mamma Bunny were going away. She picked their breakfast for them, and gave them their little bags when they were ready to start. Besides which, Papa Bunny had a thick walking-stick and Mamma Bunny a gingham umbrella. 9. Presently Ruffy woke up and jumped out of bed. He ran and pulled all the bedclothes

off the others, which of course woke them up at once.

"It's the fox!" cried little Sandy, who was frightened.

"No, no!" said Flopsy, coming in with a big white apron on. "It's only Ruffy, who's a naughty rabbit."

10. It was a lovely morning; the ground was covered with sweet sparkling dew, and the sunbeams were dancing about on the dew, the herbs, and the flowers. The rabbits always said good-morning to the sun, for he was a very warm friend of theirs, and they loved to sit up on their hind-legs and try to look at him; but he was so bright they could never do that, so they had to be contented with feeling his warmth on their heads and backs. 11. They loved the silvery moon too, and they could look at her, and had many a game in the summer evenings under her beams. They were now playing at hide-and-seek, leap-frog, and all sorts of games, until breakfast-time, when all the little rabbits except Bobtail went in to breakfast; but he stayed outside to practise two things — one called the inverted column, which was standing on his head; and the other was called the Katherine-wheel, which was turning head over heels as fast as he could. 12. He went on turning over and over until he was quite giddy, and then his heels went whack up against something soft, and that soft thing was Tomassie.

13. Now Tomassie was a great black *cat*, who

always wore a soft black coat, a white shirt, black knickerbockers, and white stockings. Luckily for Bobtail he was a friend of the family's, for any other cat would have eaten him up. But Tomassie was not like any other cat you ever saw, as we shall see by-and-by.

DICTATION — Learn to write out:

That dreadful Mr. Fox on the other side of the hill has quarrelled with his brother who has his hole near him, and is coming to live in our bank.

EXERCISES. — 1. Learn to spell the following words:

Naughty	Tiresome	Silvery	Sparkling
Serious	Scampered	Column	Breakfast
Crying	Gingham	Knickerbockers	Stockings

2. Point out the nouns, adjectives, and verbs in sections 12 and 13.

3. Add adjectives to the following nouns: *Rabbits, wood, ears, brothers, fox, father, mother, bank, tail, eyes, dew, flowers, moon, cat.*

4. Add verbs to the following nouns: *Rabbits, brothers, sisters, Mr. Fox, Mr. Bunny, Mrs. Bunny, Flopsy, Sandy, Ruffy, Bobtail, cat.*

5. Change the following nouns into adjectives: *Sand, wood, pride, brother, play, sun, home, silver, friend.*

6. Make nouns of the following adjectives and verbs: *Proud, serious, soft, long, live, warm, gentle, practise.*

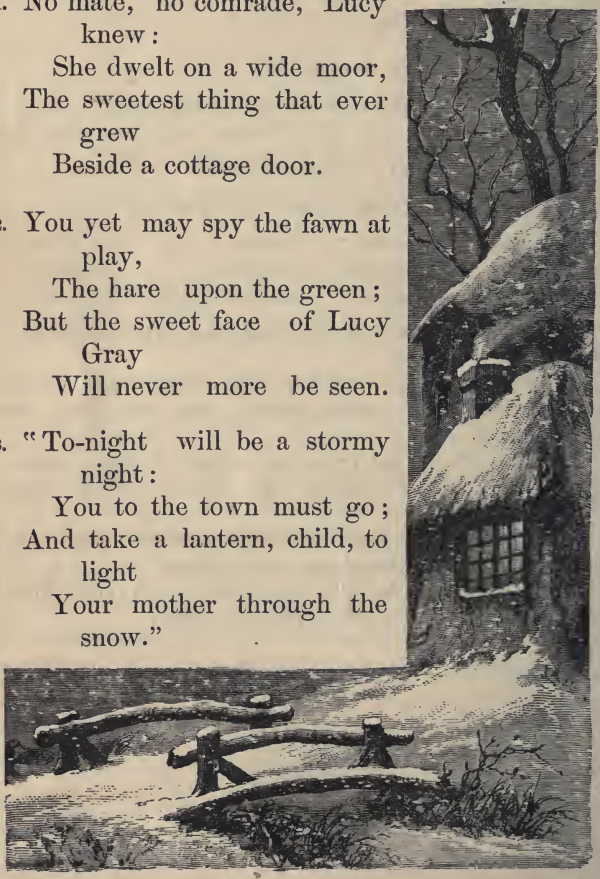
LUCY GRAY.

Com'rade, companion.
Min'ster, cathedral.
Plied, went on with.
Blithe, cheerful and light-hearted.
Disperse', scatter.
Maintain', declare and insist upon.

1. No mate, no comrade, Lucy knew:
She dwelt on a wide moor,
The sweetest thing that ever grew
Beside a cottage door.

2. You yet may spy the fawn at play,
The hare upon the green;
But the sweet face of Lucy Gray
Will never more be seen.

3. "To-night will be a stormy night:
You to the town must go;
And take a lantern, child, to light
Your mother through the snow."



4. "That, father, will I gladly do;
'Tis scarcely afternoon—
The minster clock has just struck two,
And yonder is the moon."

5. At this the father raised his hook,
And snapped a fagot band;
He plied his work, and Lucy took
The lantern in her hand.

6. Not blither is the mountain roe;
With many a wanton stroke
Her feet disperse the powdery snow,
That rises up like smoke.

7. The storm came on before its time;
She wandered up and down,
And many a hill did Lucy climb,
But never reached the town.

8. The wretched parents all that night
Went shouting far and wide;
But there was neither sound nor sight
To serve them for a guide.

9. At day-break on a hill they stood,
That overlooked the moor;
And thence they saw the bridge of wood
A furlong from their door.

10. They wept; and, turning homeward, cried,
"In heaven we all shall meet"—

When in the snow the mother spied
The print of Lucy's feet!

11 Then downward from the steep hill's edge
They tracked the foot-marks small;
And through the broken hawthorn hedge,
And by the long stone-wall;

12. And then an open field they crossed—
The marks were still the same;
They tracked them on, nor ever lost,
And to the bridge they came.

13. They followed from the snowy bank
Those footmarks one by one,
Into the middle of the plank—
And further there were none!

14. Yet some maintain that to this day
She is a living child;
That you may see sweet Lucy Gray
Upon the lonesome wild.

Wordsworth.

QUESTIONS.—1. Where did Lucy Gray live? 2. What did her father tell her to do one winter afternoon? 3. What was she to take with her? 4. What o'clock was it? 5. What was the father doing at the time? 6. How did the snow look as Lucy stepped along? 7. When did Lucy get to the town? 8. Who sought for her? 9. What guided them in their search? 10. Where were they standing at daybreak? 11. What did they see from there? 12. What did they say when they turned homeward? 13. What did the mother espy in the snow? 14. Where did they track the foot-marks? 15. Up to what

point? 16. Where did they miss them? 17. What must have happened? 18. What do some maintain in spite of all this?

EXERCISES. — 1. Learn to spell the following words:

Comrade	Snapped	Wretched	Followed
Cottage	Powdery	Hawthorn	Maintain

2. Point out the nouns, adjectives, and verbs in verses 12, 13, and 14.

3. Add adjectives to the following nouns: *Moor, door, hedge, face, town, night, wall, clock, moon, work, snow, bank, hill, roe, bridge, smoke.*

4. Add verbs to the following nouns: *Girl, father, parents, bridge, fawn, hare, child.*

5. Make verbs out of the following nouns and adjectives: *Stroke, print, sweet, white.*

6. Make nouns out of the following adjectives and verbs: *Trace, dwell, speak, grow, break, strike, wander, see, cross, serve, open.*

7. Explain the following phrases: (1) Lucy had no mate nor comrade. (2) The father plied his work. (3) There was neither sound nor sight to serve them for a guide. (4) Some maintain that to this day she is a living child.

TEA, COFFEE, SUGAR.

Pruned, cut down.
Transplant'ed, rooted up and planted in another place.
Transferred', removed.
Cen'tury, one hundred years.

1. Tea consists of the leaves of the tea-plant, dried first in the sun, then in heated pans, and rolled. The color depends chiefly upon the age of the leaves when plucked, and upon their preparation. Materials for coloring the leaves are often used.

2. The plant, which is kept pruned down to the height of about five feet, grows abundantly in China and Japan. It is cultivated to a small extent in some of the Southern States, and in the milder parts of California. The plants are raised from seed.

3. If you would sail to Brazil, Arabia, Abyssinia, the Island of Java, or other warm countries, you would see fields covered with evergreen plants bearing small berries which furnish a part of the breakfast for many millions of people every day. What are they? Coffee.

4. Besides the places mentioned, coffee grows in the West Indies, Central America, Venezuela,

Guiana, Peru, Bolivia, Ceylon, and some of the islands in the Pacific Ocean. Although the coffee-plant attains the height of eight to twenty feet, it is usually kept pruned to five feet in height. The plants are raised from seed and transplanted. They are in full bearing in the fifth year, and continue to bear for about twenty years.

5. Coffee is named from a region south of Abyssinia, named Kaffa. The best coffee is the Mocha, named from a place in Arabia, and the Java. Most of our coffee comes from Brazil, and much of it is marked Java.

6. Sugar comes from the sugar-cane, from the maple-tree, and from the beet-root. Enough is made from the last named in France to supply that whole country. It is just as clear and sweet as the best loaf-sugar manufactured from the sugar-cane. Sugar-cane is raised from cuttings planted every year. It was first cultivated in Asia, then in Spain in the ninth century. Soon after the discovery of America it was introduced into Mexico, the West Indies, and Brazil.

7. Now it is cultivated in the other states which border on the Gulf of Mexico; in Brazil, Guiana, Venezuela, Bolivia, the West Indies, Mexico, and

Central America; in China, Japan, and Farther India; in Egypt, Liberia, and Zanguebar; and in the Sandwich Islands, Society Islands, and other islands which have a warm climate.

8. When the sugar-cane is cut it is taken to the mill, where it is crushed between large rollers.

The juice is then heated in large pans or boilers; then it is transferred into coolers, and the molasses is drained off from the sugar, which is of a dark brown color. After this the sugar goes through a process called refining, which produces loaf and refined sugars and syrup.

9. Maple sugar and syrup are obtained by first boiling and then cooling the sap of the sugar-maple tree. A hole is bored into the tree and a tube is

inserted, through which the sap trickles out and falls into a pail or other vessel.

QUESTIONS.—1. How is tea obtained? 2. Where is it cultivated? 3. What process is it put through after it is gathered? 4. Where does the coffee shrub grow? 5. What portion is used? 6. From what three plants does most sugar come? 7. How is it made from sugar-cane? 8. What common plant does sugar-cane most resemble? 9. Where is sugar most largely made from beets?

EXERCISES. — 1. Spell and tell the meaning of:

Preparation	Abundantly	Transplanted	Transferred
Materials	Berries	Manufacture	Molasses

2. Sketch an outline map of the world and mark T where tea grows, C where coffee grows, S where the sugar-cane grows, and B where the beet is used in the manufacture of sugar.

SOLDIER, REST!

1. Soldier, rest! Thy warfare o'er,
Sleep the sleep that knows not breaking;
Dream of battled fields no more,
Days of danger, nights of waking.

2. In our isle's enchanted hall,
Hands unseen thy couch are strewing,
Fairy strains of music fall,
Every sense in slumber dewing.

3. Soldier, rest! Thy warfare o'er,
Dream of fighting fields no more;
Sleep the sleep that knows not breaking,
Morn of toil, nor night of waking.

4. No rude sound shall reach thine ear,
Armor's clang, or war-steed champing;
Trump nor pibroch summon here
Mustering clan, or squadron tramping.

5. Yet the lark's shrill fife may come,
At the day-break, from the fallow,
And the bittern sound his drum,
Booming from the sedgy shallow.

6. Ruder sounds shall none be near;
Guards nor warders challenge here;
Here's no war-steed's neigh and champing,
Shouting clans, or squadrons stamping.

Sir Walter Scott.

EXPLANATION.—1. This beautiful song is taken from the "Lady of the Lake," where it is given as sung by *Ellen Douglas*, for the entertainment of *Fitz-James*. 2. "Pibroch" is a Highland air, usually played on the bag-pipes, and adapted to the special purpose the performer has in view, such as arousing a warlike spirit or lamenting the dead.

EXERCISES. — 1. Explain these expressions: — 1. The sleep that knows not breaking. 2. Days of danger, nights of waking. 3. Every sense in slumber dewing. 4. Armor's clang, or war-steed champing. 5. Mustering clan. 6. Booming from the sedgy shallow. 7. Guards nor warders challenge here.

2. Learn to spell and define the following words: —

Enchant'ed, charmed.
Champ, to bite or chew.
Mus'tering, gathering.
Fal'low, a piece of unploughed land, or land not sown.
Squad'ron, a troop of horsemen.
Bit'tern, a bird that makes a loud, booming noise, and frequents marshy places.
Ward'er, the keeper of a castle.
Sedg'y, abounding with coarse grass.

A NAIL WANTING; OR, A STITCH IN TIME SAVES NINE.

Rent, money paid to the owner for the right of living in a house or on a farm.
Dismount'ing, getting down off a horse.
Smith'y, a blacksmith's shop.
Dis'located, put out of joint.
Endure', bear, suffer.
Neglects', omits to do what is wanted.

1. Paul saddled his horse to ride to the neighboring town, with the half-year's rent of his farm. As he mounted, he saw that a nail of one of the horse's shoes was wanting. "It is not worth the trouble of dismounting," said he; "the want of a nail will not hinder my horse on the journey." So he rode off. 2. He had gone three miles when he saw that the horse had lost the shoe that wanted the nail. "I might be able," said he, "to get a shoe put on at the neighboring smithy: but no, I shall lose too much time, my horse will reach the town quite easily with three shoes."

3. Farther on, a great thorn pricked the foot of the horse, sorely wounding it. "I shall be able," said Paul, "to dress the wound when I reach the town; it is only a mile distant."

4 A little after, the horse took a false step, and fell. Paul was thrown with great violence, and had his arm dislocated at the shoulder.

5. He was taken to a house near by, where he lay for ten days unable to move. His horse was much hurt and of little use afterwards. Paul lost his time, had to spend a good sum of money, and to endure much suffering. 6. "All this," said he,

"has come of those little neglects. If I had put a nail in my horse's shoe, it would not have been lost; if I had got a shoe put on, the horse's foot would not have been wounded, it had not stumbled and fallen, nor should I have been lying here like a log."

From the French.

QUESTIONS.—1. What was Paul taking with him to the neighboring town? 2. What did he see was wanting when he mounted his horse? 3. Why did he think it was not worth while to put the matter right before he started? 4. What happened when he had ridden three miles? 5. What happened to the horse's foot in consequence of the loss of the shoe? 6. How did Paul get his shoulder dislocated? 7. In what ways did he suffer for his want of care and forethought? 8. What reflections did he make afterwards?

EXERCISES. — 1. Learn to spell the following words:

Saddled	Journey	Dislocated
Neighboring	Smithy	Shoulder
Dismounting	Violence	Stumbled

2. Point out the nouns, adjectives, and verbs in paragraph 1.

3. Add adjectives to the following nouns: *Horse, nail, journey, thorn, violence, neglects.*

4. Add verbs to the following nouns: *Horse, shoe, foot, town, shoulder, money, time.*

5. Explain the following sentences: (1) With the half-year's rent of his farm. (2) The horse had lost the shoe that wanted the nail. (3) All this has come of those little neglects.

TOMASSIE AND THE RABBITS.

PART II.

1. Tomassie the cat was born in a gentleman's house in the neighborhood of the bank where the Bunnies lived. And now I will tell you how he came to know the rabbits.

As Tomassie grew big, he began to feel very fierce, and thought: "I shall go and see what the world is like;" so he bought a gun, and off he went to live in the woods. One day, feeling very fat and lazy, he lay in the sun by the side of a hedge, and there he saw Flopsy. She was crying because it was tea-time, and all her naughty little brothers and sisters had run away from her. So

Tomassie said: "My mother eats rabbits; but I like you; so we'll be friends." Then they found all the little rabbits, and Tomassie promised to go and see them next day. 2. Now, when he felt Bobtail come up plump against him, he went "Ugh! ugh!" for he had just worried a great rat, and did not like to be knocked about.

"Ah! Mr. Tomassie, I am practising the Katherine-wheel and the inverted column."

"Where are the others?"

"At breakfast."

"Then you come in too;" and Tomassie caught Bobtail by one long ear and pulled him along.

"Leave go! You hurt me, Mr. Tomassie. I'll come."

3. So in they went; and all the rabbits were so pleased to see Tomassie. At the top of the table sat Flopsy; in front of her a great bowl of porridge, and a large spoon in her paw. All the little rabbits sat on high stools, with spoons in their paws, and empty basins in front of them; but they did not get anything to eat, until Flopsy and Tomassie had been round to each, and tied a pinafore round their necks to prevent them spoiling their little brown clothes. Then Flopsy put a big spoonful of porridge flop into each basin, and they all began to eat. 4. But what was Ruffy doing? and why had he disappeared so soon! Sandy, who sat by his side, began to giggle, but did not like to say anything. So Flopsy got up to look; and what do you think

Ruffy had done? The naughty rabbit had eaten some of his porridge, and slipped all the rest into his pocket. Flopsy wrung her paws in despair; while Tomassie growled and said: "What have you done that for, you naughty rabbit?"

"It's for my friend, the poor old blind mole," said Ruffy. "I'm not greedy; and he likes porridge. It's a change, instead of always eating worms."

5. But Flopsy was very cross, and said: "He ought to know better, and set his brothers and sisters a better example." Then she turned his pocket inside out. It was such a nasty greasy little pocket, and full of all sorts of other things besides. Next she put him in the corner with his face to the wall, and would not let him have any more breakfast. So Ruffy cried: "Boo! boo! boo! I'll never be naughty any more."

"Not till next time, I daresay," Tomassie said.

6. Now, when breakfast was over, he and Flopsy washed up the porridge-bowls, and put them neatly away.

And so they went on talking as happily as possible, and Tomassie promised to stay with the rabbits until Papa and Mamma Bunny returned; for Flopsy said: "What shall we do if the fox comes? If you are here you can shoot him with your great gun." So Tomassie stayed.

7. When the rabbits had all had their dinner, they ran out to play, but presently came rushing in, tumbling one over another, their faces white with fear, and their long ears straight on end.

"O Tomassie! Flopsy! the fox, the fox."

"Where? where?" cried Flopsy.

"Coming through the wood," they cried with their little hearts beating as if they would thump out of their bodies. 8. Tomassie took up his gun, and put a great real cartridge in it. Then he went to the door, while all the little rabbits began to put up the shutters. Yes, sure enough, there came the old fox. Tomassie could see his red coat shining out from amongst the green grass and flowers, as he sauntered through the wood toward the rabbits' sunny bank. Tomassie cocked his gun and waited. 9. Nearer and nearer came the fox, creeping along from bush to bush, birds and insects all flying before him as he moved. When he got very near he stopped, and Tomassie could see his great green eyes shining through the bushes. He was waiting for a rabbit to come out, that he might catch him and eat him; but, as we know, the rabbits were safe in their hole, and even Ruffy and Bobtail were as still as mice. 10. When he saw Tomassie he gave a low bark, and sprang towards him; but Tomassie put up his gun, and said: "Take care, Mr. Fox."

"Come away from there, you great, ugly black cat; or I'll make you," said the fox.

"Don't be rude, or I'll shoot you at once," said Tomassie.

"What business have you there? that's my hole."

"No, it's not; it belongs to the rabbits, and I am staying with them."

"If you stand there talking any longer, I'll eat up all the rabbits at once, and kill you.

"Oh, oh! but you must get us first, Mr. Fox."

11. Then the fox rushed at him, showing all his teeth; but Tomassie took good aim, and shot him right through his head. Down he fell quite dead. Then all the little Bunnies, who had given a great jump when the gun was fired off, came rushing up the hole, and there was Tomassie unhurt, with the cruel fox dead at his feet. 12. Then they all cried for very joy, and kissed Tomassie again and again, and danced like wild Indians round the body of the fox. Next morning Mr. and Mrs. Bunny returned home very sad because they had not found half such a nice bank as their own; but when they heard all about Tomassie's brave deed, they were very glad that they would still be able to live in their dear old home.

DICTATION. — Learn to write out the following:

Nearer and nearer came the fox, creeping along from bush to bush, birds and insects all flying before him as he moved.

EXERCISES. — 1. Learn to spell the following words:

Promised	Cartridge	Business
Inverted	Sauntered	Porridge

2. Point out nouns, adjectives, and verbs in sections 11 and 12.

3. Add adjectives to the following nouns: *Rabbits, ears, stools, pocket, gun, fox, coat, eyes, cartridge.*

4. Add verbs to the following nouns: *Rabbits, gun, fox.*

5. Change the following nouns into adjectives: *Greed, grease, fear, heart, sun, talk, joy, friend.*

6. Change the following adjectives and verbs into nouns: *Wash, shoot, happy, white, dead, cruel, practise, great.*

HIDDEN TREASURES.

Treas'ure, hoarded money.
Trenched, cut deep furrows.
In their neighborhood, near their own vineyard.

1. A vine-dresser who lay at the point of death called his children around him and said: "There is a treasure in our vineyard, if you will only dig for it." "Where?" cried they all. But the father could only say, "Dig for it," and died. 2. He was hardly buried when the sons began to dig with all their might for what they supposed to be gold, and raked, hoed, and trenched the vineyard over till not a spot was left that had not passed under their hands again and again. There was not a clod that was not broken to dust; the soil was all put through a sieve, and every stone in the length and breadth of the vineyard was hunted out and thrown away. But no sign of any treasure appeared, and they began to fear their father had been mocking them.

3. When next year came, however, they saw with wonder that every vine bore threefold, and that the clusters were far finer than those of any other vineyard in their neighborhood. They then saw what their father had meant, and that the treasure was to be got only by hard work; so they dug each season from that time as they had done in search of the gold, and they found a treasure, year after year, as great as the first.

QUESTIONS. — 1. What did the vine-dresser tell his children? 2. Where was the treasure to be found? 3. What did the sons set to work to do as soon as their father was dead? 4. What

was done to the clods? 5. What to the soil? 6. What to the stones? 7. Did they find the treasure they expected? 8. What happened to the vines next year? 9. What was the real treasure which their father had promised? 10. How did they work every year?

EXERCISE. — 1. Learn to spell the following words:

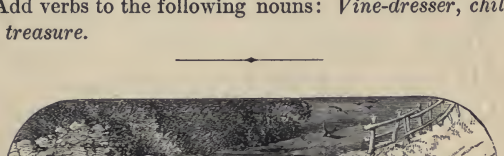
Treasure	Sieve	Appeared
Hoed	Vineyard	Wonder

2. Point out the nouns, adjectives, and verbs in the last two sentences of the above.

3. Put adjectives before the following nouns: *Children*, *treasure*, *spot*, *clod*, *soil*, *stone*, and *vine*.

4. Explain the following phrases: (1) Lay at the point of. (2) No sign of any treasure appeared. (3) Every vine bore threefold.

5. Add verbs to the following nouns: *Vine-dresser*, *children*, *vines*, *treasure*.



SIGNS OF RAIN.

Span'iel, a kind of dog.
Snort'ing, grunting.
Kine, cows.
Wings, flies.
Incau'tious, rash, heedless.
Vest, waistcoat.
Russ'et, reddish-brown.
Quits, leaves.
Odd, funny.
Precip'itate, headlong.
Jaunt, pleasure-trip.

1. The hollow winds begin to blow,
The clouds look black, the glass is low,[1]
The soot falls down,[2] the spaniels sleep,
And spiders from their cobwebs peep.

2. Hark! how the chairs and tables crack;
Old Betty's joints are on the rack;[3]
Loud quack the ducks, the peacocks cry;
The distant hills are seeming nigh;[4]
How restless are the snorting swine;
The busy flies disturb the kine;
Low o'er the grass the swallow wings;[5]
The cricket, too, how sharp he sings;
Puss on the hearth, with velvet paws,
Sits, wiping o'er her whiskered jaws.

3. Through the clear stream the fishes rise
And nimbly catch the incautious flies;
The frog has changed his yellow vest,[6]
And in a russet coat is drest;
My dog, so altered in his taste,
Quits mutton-bones on grass to feast.

4. And see yon rooks, how odd their flight!
They imitate the gliding kite,[7]
And seem precipitate to fall,
As if they felt the piercing ball.

5. 'Twill surely rain; I see with sorrow
Our jaunt must be put off to-morrow.

Dr. Jenner.

EXPLANATIONS. — 1. "The glass is low" — The barometer, an instrument for indicating the weight of the air, and thus foreshowing what kind of weather is coming, is often called the "glass." When the mercury in the barometer is not standing at as high a level as usual, then the glass is "*low*," and rain may be expected. 2. "The soot falls down" — When the air is charged with moisture, and it is going to rain, the dry soot in the chimney attracts the moisture, and, becoming heavy, falls

down. 3. "Old Betty's joints are on the rack" — The "rack" was an instrument of torture formerly used by cruel men, its operation being to stretch the joints and thus produce great pain. To be "on the rack" means, therefore, to be in great pain. "Old Betty" was rheumatic, and her joints hurt her when the weather was going to change. 4. "The distant hills are seeming nigh" — Before rain, the air often becomes clear, and the mountains look nearer than usual. 5. "Low o'er the grass the swallow wings" — On the approach of rain the swallows fly close to the ground, because the insects on which they feed do not fly so high in the air on such occasions. It is for the same reason, as stated a few lines further on, that the fishes become unusually active in catching flies just before rain comes on. 6. "The frog has changed his yellow vest" — When it is light and sunny, the color of the frog is bright yellow, but he becomes much browner in color when the weather is dark and cloudy. 7. "The gliding kite" — The "kite" is a kind of hawk, which catches its prey by slowly sailing in circles over the ground, and then pouncing down suddenly when it sees any small animal below. When rain is coming on, the rooks have a habit of tossing and tumbling in the air.

QUESTIONS. — 1. What falls down the chimney before rain? 2. What do spaniels do before rain? 3. What do spiders do? 4. And the chairs and tables? 5. What do the ducks do? 6. What cry do the peacocks make? 7. What disturbs the kine? 8. What is puss doing? 9. What change comes over the frog on the approach of rain? 10. How is the dog's taste altered? 11. How do the rooks fly when rain is coming on?

EXERCISES. — 1. Learn to spell the following words:

Cobwebs	Whiskered	Imitate
Peacocks	Incautious	Precipitate
Hearth	Russet	Piercing

2. Point out the nouns, adjectives, and verbs in the first eight lines.

3. Add adjectives to the following nouns: *Winds*, *ducks*, *hills*, *cricket*, *flies*, *frog*, *stream*, *paws*, *jaws*.

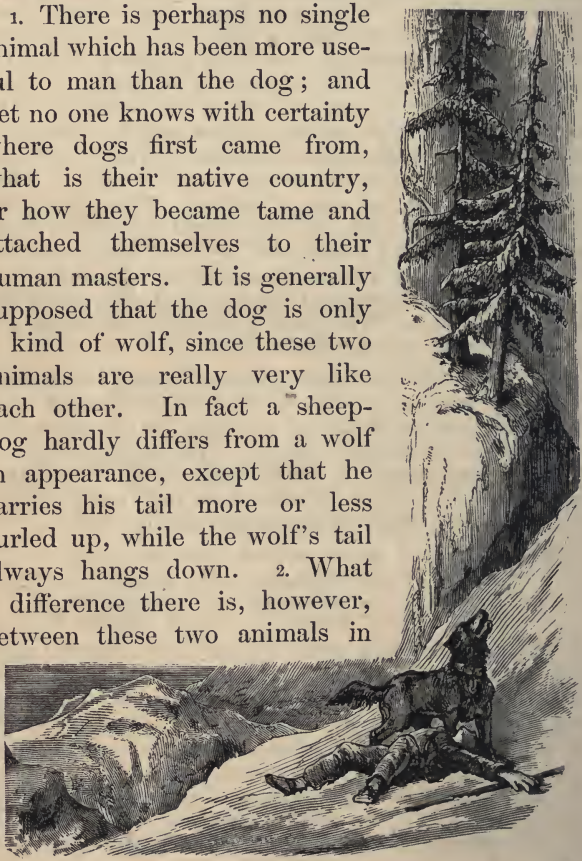
4. Add verbs to the following nouns: *Soot*, *chairs*, *kine*, *grass*, *rooks*, *dog*.

5. Explain the following sentences: (1) The distant hills are seeming nigh. (2) They nimbly catch the incautious flies. (3) Quits mutton-bones on grass to feast. (4) Seem precipitate to fall, as if they felt the piercing ball.

THE DOG.

Sav'age, wild and cruel.
Asso'ciate, companion.
Sagac'ity, sense.
Assail'ant, one who attacks.
Mod'el, the perfect pattern.
Despair', complete want of hope.

1. There is perhaps no single animal which has been more useful to man than the dog; and yet no one knows with certainty where dogs first came from, what is their native country, or how they became tame and attached themselves to their human masters. It is generally supposed that the dog is only a kind of wolf, since these two animals are really very like each other. In fact a sheep-dog hardly differs from a wolf in appearance, except that he carries his tail more or less curled up, while the wolf's tail always hangs down. 2. What a difference there is, however, between these two animals in



ST. BERNARD DOG.

their temper and disposition! The wolf is a savage and untamable beast of prey, feared and hated by those who live in the countries which it inhabits. On the other hand, the dog has been the friend and companion of man from the very earliest times. 3. There is no corner of the earth, from the burning plains of Africa and India to the

STAGHOUND.

frozen wastes of Labrador and Greenland, to which man has not been accompanied by this faithful and affectionate associate. Contented with the poorest fare, and hardly changed by even the roughest usage, the dog gives to his master all his love, his strength, his swiftness, his constant watchfulness, his courage, and his intelligence. In this respect, all dogs are alike, though different

kinds of dogs have very different uses. 4. The little terrier guards our houses by day and night, ever ready to bark if it hears a strange foot or a voice that it does not know. The swift and graceful greyhound, the tall and powerful deer-hound, the spaniels, the retrievers, the fox-hounds, and many other kinds of dogs, are principally useful as helping their masters to hunt down wild animals.

WATER SPANIEL.

5 At one time, indeed not very many hundreds of years ago, wolves and bears were quite common in the old country; and it was as dangerous to walk at night in an English wood, as it would now be in some of the forests of the wilder parts of Russia. That Great Britain is now rid of these ferocious animals is largely owing to the help of the dog.

6. Far away in the frozen north, where the ground is almost always covered with snow and ice, the dog is of the greatest use as a beast of burden, as there are no horses or oxen. Several

Eskimo dogs are harnessed to a little sledge, on which the driver sits, and they can travel in this way fifty or sixty miles a day. 7. The Newfoundland dog is also often employed in its native country for drawing carts or sledges loaded with wood or merchandise. This noble dog, however, is best known for its great powers of swimming, and many people have been saved from drowning by its help. 8. Another dog that is equally famous for the number of lives saved by its aid is the St. Bernard dog of the Alps. These splendid animals are kept at the convent of St. Bernard, more than ten thousand feet above the level of the sea, and are thoroughly accustomed to make their way through the deep snow which covers the ground at this great elevation. 9. Many stories are told of the courage and sagacity displayed by the dogs of St. Bernard in tracking out and assisting unfortunate travellers who have lost their way in the snow, or have been overcome by the cold.

10. The dog which follows carriages is either the Danish dog or an animal of a similar kind from Dalmatia. The swiftest dog we have is the greyhound, which pursues game by sight and not by scent. 11. The largest kind of dog is either the Newfoundland or the mastiff; and the smallest the Mexican lapdog, which is not much larger than a rat. A Newfoundland was once attacked by a bull-dog, which pinned him by the nose and hung on to it, in spite of all that could be done to shake

him off. The Newfoundland, however, happening to spy a pailful of boiling tar in the neighborhood, bolted towards it, and quietly lowered his obstinate enemy into the boiling fluid — a measure which effectually rid him of his assailant.

12. The last dog which we shall mention is the shepherd's dog, which may be regarded as the model of all dogs for patience, cleverness, and devoted faithfulness. Every one knows the skill with which a sheep-dog watches a large flock of sheep, and the wonderful manner in which he recognizes his master's wishes, and understands his orders and signals. It would be endless to begin to tell anecdotes of the sheep-dog, but one instance of his sagacity may be given.

13. A shepherd was one evening driving a large flock of lambs across the hills to a farm-house in the south of Scotland. The lambs suddenly took fright at something or another, and dashed off in three different directions. Darkness was coming on, and the shepherd soon lost sight of every one of his flock. 14. In his trouble he told his dog to go and look for the lost sheep, and he himself set off in another direction to see if he could find any trace of them. In this he was disappointed, and, after wandering about all night, he was just giving up the search in despair, when he perceived his dog at the bottom of a small valley guarding a number of lambs. 15. What was his joy, on making his way to the spot, to discover that the faithful animal had succeeded during the night in collecting the flock, and that not one of them was missing.

QUESTIONS. — 1. What was the dog originally? 2. What is the difference between a dog and a wolf? 3. Where is the dog found? 4. What is the work of the terrier? 5. What kinds of dogs are used in hunting? 6. What wild animals were at one time common in Great Britain? 7. In what way is the dog useful in the far north? 8. How is the Newfoundland employed? 9. Upon what kind of service are St. Bernard dogs employed? 10. For what purpose is the greyhound used? 11. What is the largest kind of dog? 12. The smallest? 13. Tell me the story of the Newfoundland and the bull-dog? 14. Which is the most patient, clever, and faithful of dogs? 15. Tell me the story of the shepherd's dog and the lambs.

DICTATION. — Learn to write out the first sentence in this lesson.

EXERCISES. — 1. Learn to spell the following words:

Generally	Principally	Harnessed	Model
Accompanied	Carnivorous	Accustomed	Anecdotes

2. Point out all the nouns, adjectives, and verbs in sections 13, 14, and 15.

3. Make adjectives of the following nouns: *Use, master, friend, frost, faith, affection, content, watch, night, power, danger, fame, winter, trouble, joy.*

4. Make nouns out of the following adjectives and verbs: *Tame, like, freeze, use, strong, long, intelligent, differ, guard, obstinate, travel, patient, clever, tell, drive, discover, collect.*

5. Explain the following phrases: (1) What a difference there is in temper and disposition! (2) The dog is contented with the poorest fare. (3) The St. Bernard dog is accustomed to make his way through the snow. (4.) The sheep-dog recognizes his master's wishes.

THE PLUM-CAKES.

Scout'ed, laughed at.
Discern'ing, judgment and power of distinguishing good from evil.
Discre'tion, good sense.
Resolved', determined.
Conveyed', brought.
Hoard'ing, storing up.
Anx'ious, careful and concerned.
Crave, call for food.
Fru'gal, sparing and saving.
Gor'mandizing, gluttonous and fond of good eating.
Mod'erate, keeping to rule.

1. A farmer who some wealth possest,
With three fine boys was also blest.
Tom, Will, and Jack, like other boys,
Loved tops and marbles, sport and toys.
The farmer scouted the false plan,
That money only makes the man;
And to the best of his discerning
Was bent on giving them good learning;
So with due care a school he sought,
Where his young sons might well be taught.

2. Twelve days before the closing year,
When Christmas holidays were near,

The father calls to see the boys,
And asks how each his time employs;
Then from a basket straight he takes
A goodly number of plum-cakes;
Twelve cakes he gives to each dear son,
Who each expected only one;
And then with many a kind expression,
He leaves them to their own discretion,
Resolved to mark the use each made
Of what he to their hands conveyed.

3. The twelve days past, he comes once more,
And brings their ponies to the door;
As home with them his ride he takes,
He asks the history of the cakes.

4. Says Will: "Dear Father, life is short,
So I resolved to make quick sport;
The cakes were all so nice and sweet,
I thought I'd have a jolly treat;
So, snugly by myself I fed
When every boy was gone to bed;
I ate them all, both paste and plum,
And did not spare a single crumb;
But, oh! they made me, to my sorrow,
As sick as death upon the morrow."

5. Quoth Tom: "I was not such a dunce
To eat my plum-cakes all at once;
And though the whole were in my power,
Did I a single cake devour?
Thanks to the use of keys and locks,
They're all now snug within my box."

The mischief was, by hoarding long
They grew so mouldy and so strong,
That none of them was fit to eat,
And so he lost his father's treat.

3. "Well, Jack," the anxious parent cries,
"How did you manage?"—Jack replies:
"I thought each day its wants would have,
And appetite again would crave;
So every day I took but one,
But never ate my cake alone;
With every boy I knew, I shared,
And more than half I always spared.
One every day 'twixt self and friend
Has brought my dozen to an end.

7. "Tom called me spendthrift not to save;
Will called me fool because I gave;
But when our last day came I smiled,
For Will's were gone, and Tom's were spoiled;
Not hoarding much, nor eating fast,
My cakes were good unto the last."

8. These tales the father's thoughts employ;
"By these," said he, "I know each boy.
Yet Tom who hoarded what he had,
The world will call a frugal lad;
And selfish gormandizing Will
Will meet with friends and favorers still;
While moderate Jack, so wise and cool,
The mad and vain will deem a fool.
But I his sober plan approve,
And Jack has gained a father's love."

Hannah More.

QUESTIONS. — 1. What were the names of the farmer's boys? 2. What did the farmer think best for his sons? 3. At what time did the father call to see his boys? 4. How many cakes did he give to each boy? 5. In how many days did the farmer return? 6. What had Will done with his cakes? 7. What was the consequence? 8. What did Tom do with his? 9. What followed? 10. How did Jack manage? 11. Which son did the farmer like best?

EXERCISES. — 1. Learn to spell the following words:

Discerning	Discretion	Hoarding	Spendthrift
Holidays	Conveyed	Anxious	Gormandizing
Straight	Sorrow	Appetite	Favorers

2. Point out the nouns, adjectives, and verbs in section 5.

3. Add adjectives to the following words: *Farmer, boys, money, school, cakes, box.*

4. Make verbs out of the following nouns and adjectives: *False, short, power, mad, spoil.*

5. Make nouns out of the following verbs and adjectives: *Employ, approve, bless, expect, discreet, express, quick, resolve, discern, learn, anxious, moderate.*

6. Explain the following phrases: (1) The farmer scouted the false idea that money only makes the man. (2) He left his sons to their own discretion. (3) Appetite would crave again. (4) I approve Jack's sober plan.

FIDELITY AND PERSEVERANCE.

I live for those who love me,
For those who know me true,
For the heaven that smiles above me
And awaits my spirit, too;
For the cause that needs assistance,
For the wrong that needs resistance
For the future in the distance,
For the good that I can do.

Never give up! 'Tis the secret of glory,
Nothing so wise can philosophy preach;
Look at the lives that are famous in story,
"Never give up" is the lesson they teach.

How have men compassed immortal achievements?
How have they moulded the world to their will?
'Tis that midst dangers and sorest bereavements,
"Never give up" was their principle still.

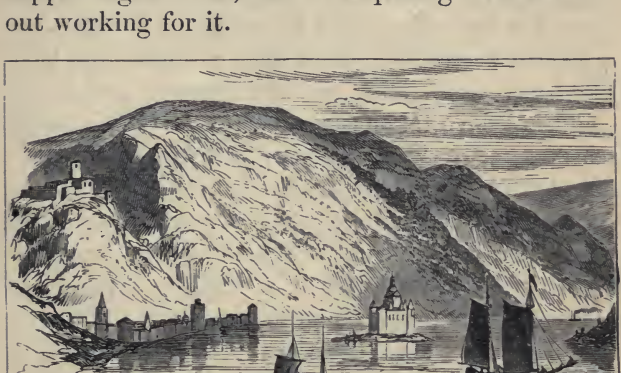
EXERCISE— Commit these stanzas to memory.

STORY OF COUNT GRAFF.

Men-at-arms, paid soldiers.
Toll, money paid by passengers for the right of travelling on a certain road or river.
Ward'ers, keepers, watchmen.
Tilled, cultivated, dug up.
Man'ifold, of many kinds.
Hus'bandman, farmer.
Transferred', removed.
Commis'erate, pity.
Gran'aries, places to store corn or grain in.
Guild'er, a Dutch coin worth about forty-two and a half cents.
Cov'etousness, greediness.
Joc'ularly, jokingly.

1. Once upon a time, ages ago, when the castles on the river Rhine were inhabited by barons and their men-at-arms, a tower in the midst of the river was erected by a wicked and powerful chief named Count Graaf, for the purpose of exacting tolls from every one who passed up or down the Rhine. If a boat or barge dared to go by without drawing up to the tower to pay a certain toll, the warders on the top of the battlements had orders to shoot with cross-bows at the voyager, and either oblige him to draw nigh, or kill him for daring to pass

without paying. 2. You must understand that the baron who exacted this toll had done nothing to deserve it, and had no law in his favor. It was only of his own will and pleasure that he demanded money from passing boats, as a means of supporting himself, and of acquiring wealth without working for it.



COUNT GRAAF'S CASTLE ON THE RHINE.

3. Everybody far and near feared this domineering rascal. He kept a band of men in another castle which he had at some distance, and with these he defied any one to prevent his doing as he liked. Often he had battles with neighboring barons; but he was generally victorious, and on such occasions he never kept any prisoners. All who were taken he put to death with shocking cruelty.

4. Among other ways by which he gathered money was that of occasionally buying up, or rather taking for a small price which he put upon it, the corn grown by the peasants in his neighborhood. Graaf was a very cunning man in this respect. He could very easily have taken all the crops for ten miles round for nothing; but the consequence would have been, that no one would have tilled any more land in that quarter, and so he could not have taken more than the corn of a single season. 5. He was, as I say, too cunning for this; his plan was to make a show of kindness to the country-people, but to take advantage of their being poor and needy. Sometimes he sent the corn which he thus got at a trifling expense to Mayence, and procured large sums for it; but more frequently he kept the corn up till there was a scarcity, and then he could get for it any money he liked to name.

6. Year after year Count Graaf grew richer and richer with robberies of one kind and another; and every one said that he could not pass out of the world without some sharp and signal punishment for his greed and manifold oppressions. This, however, seemed long in coming about; but the time of vengeance arrived at last. 7. He had become old and more hard-hearted than ever, when one year there arose a dreadful famine in the land. The summer and autumn were so wet that the grain did not ripen, and it continued still green when the snows of winter fell on the ground. In

every town and village the cry of distress was heard; the husbandman saw his children fainting and perishing for want of food, and the wealthy were becoming poor, from being obliged to purchase at enormous prices small supplies of bread. 8. Every one was suffering except the cunning old baron whom I am telling you of. While everybody else cried, he laughed and chuckled over the rare high prices he expected he should get for his great store of grain, which, for security, he transferred to the rooms and vaults of the tower in the river. 9. Things during that awful winter became daily worse throughout the country. The poor of the villages flocked to the towns for assistance; but the towns being as badly off as the villages, the famishing crowds were refused admittance, and they perished in thousands at the gateways. All animals fit for food were killed and eaten up — cows, oxen, horses, dogs, and other creatures. 10. A very curious thing was now observed. Large numbers of rats began to wander about the country in quest of food; and so bold and ferocious did they become, that people fled before them. 11. When accounts of these distresses were taken to old Count Graaf at the tower, he did not in the smallest degree commiserate the sufferings of the poor. Instead of opening his granaries and selling his corn at a reasonable cost, he declared that he should not dispose of a single sack till the price of the loaf in Mayence reached as high as ten guilders. 12. "If the people are starving," said he

jocularly, "why do they not eat rats, rather than allow so much good food to go to waste throughout the country?" This was a bitter saying, and it was afterwards remembered against him. 13. One night, when he was sitting in his tower there, congratulating himself on soon getting the price he demanded — for the loaf was now selling for nine and a half guilders — the warder from the top of the castle rushed suddenly into his apartment, and declared that the river was covered with armies of rats swimming boldly to the tower, and that some had already gained a landing, and were climbing the loopholes and walls.

14. Scarcely had this intelligence been communicated by the terrified man-at-arms, when thousands of famishing rats poured in at the doors, windows, and passages, in search, no doubt, of something to eat, whether corn or human beings mattered not to them. Flight and defence were equally impossible. While host after host attacked the granaries, bands fell upon the wicked old baron, and he was worried to death where he lay, and almost immediately torn in pieces and devoured. 15. The warder and one or two other attendants alone escaped, by throwing themselves into a boat and making with all speed for the nearest bank of the river. When the news of Count Graaf's death was spread abroad, nobody mourned his fate, which indeed was looked upon as a just punishment for his great covetousness and cruelty. 16. No one ventured near the

tower for several months afterwards. When at length the heirs of the count visited it, they found that all the grain had been eaten up, and that nothing remained of its former owner but a skeleton stretched on the cold floor of one of the apartments.

QUESTIONS. — 1. Where did Count Graaf build his castle? 2. How did he treat the boats passing up and down the river? 3. Had he any right to treat travellers in this way? 4. In what other ways did Count Graaf gather up money? 5. Why did he not use his power, and rob the country people of their corn without paying for it? 6. What used he to do with the corn which he procured? 7. What happened one year, when Count Graaf was becoming old? 8. How did he behave while every one else was starving? 9. What was the price which he said the loaf must reach, before he sold his corn? 10. What happened one night, when he was sitting in his tower? 11. What did the rats do to the count? 12. How was his death generally regarded? 13. What was found on visiting the tower some months afterwards?

EXERCISES. — 1. Learn to spell the following words:

Voyager	Punishment	Security
Pleasure	Oppressions	Ferocious
Domineering	Purchase	Granaries

2. Point out all the nouns, adjectives, and verbs in paragraphs 1 and 2.

3. Add adjectives to the following nouns: *Baron, cruelty, famine, winter, rats, prices, town, village, granaries, tower, army, river.*

4. Add verbs to the following nouns: *Toll, prisoners, crops, corn, dogs, loaf, people, warder, servants, rats, heirs.*

5. Explain the following sentences: (1) His plan was to make a show of kindness. (2) He could get for it any money he liked to name. (3) The time of vengeance arrived at last. (4) Congratulating himself on soon getting the price he demanded. (5) Scarcely had this intelligence been communicated by the terrified man-at-arms.

THE PROGRESS OF NAVIGATION.

Naviga'tion, the art of managing a ship in motion.
Grad'ually, slowly.
Pad'dle, a piece of thin wood, narrow where it is grasped by the hand and broad where it touches the water.
Oar, a longer piece of wood shaped somewhat like a paddle.
Dug'-out, a canoe made by digging out the interior portion of a log of wood.
Vent'uresome, daring.
Spar, a long, round piece of wood used on board a ship.
Voy'age, distance travelled over.
Compart'ment, a division.
Hull, the body of a ship.

1. When men began to move from place to place across sheets of water, they made use of single logs of wood large enough to float them, and these they drove forward by means of smaller pieces of wood, which they pulled backward through the water. Gradually they learned that by sharpening the end of a log it could be made to move more rapidly with the same force, and that by making it hollow it would carry a heavier weight without sinking any deeper in the water. 2. In this way the "dug-out" took the place of the log, just as amongst the American Indians the birch-bark "canoe" has taken the place of the "dug-out." It was also discovered that by fastening the paddle at one point to the side of the boat, the same force could be made to drive it still more rapidly through the water, and rowing thus took the place of paddling.

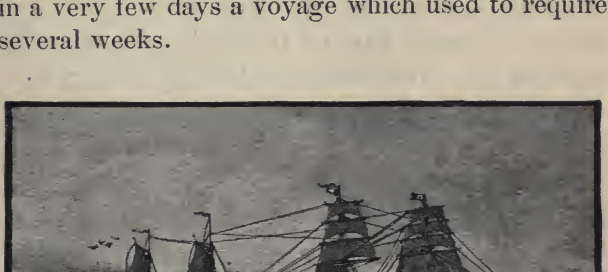
A great improvement took place in the art of navigation when men learned how to put pieces of wood together so as to form a floating vessel of any desired shape. 3. A still greater step was

taken when, for the first time, it was discovered that by fixing an upright sheet to the boat the wind could be used for the purpose of driving it along. In course of time the early navigator made the further discovery that, by shifting the sail, he could make his boat travel in other directions besides that in which the wind was blowing.

In ancient times large vessels were driven very long distances by means of oars, but as men became more expert in managing sails they abandoned rowing except in the case of small boats. 4. Vessels were built larger and larger as sailors became more venturesome, and "spars" of immense size were used for holding up the sails. The upright spars are called "masts," and those used for keeping the sails spread, to catch the wind, are called "yards," "booms," and "gaffs." Sometimes the sail is fastened to the mast in the middle of the sheet, and the mast is then said to be "square-rigged;" sometimes the sheet is fastened to the mast by one edge, and it is then said to be rigged "fore-and-aft." Square sails are spread by means of yards; "a fore-and-aft" sail by means of a "boom" at the bottom and a "gaff" at the top.

5. About the beginning of this century vessels began to be driven by steam instead of sails. This method of navigation increases the cost, but as there are few or no delays on account of the weather, there is a great saving of time. By using iron instead of wood, and steam engines instead of

sails, it has become possible to increase very greatly the size and speed of ocean vessels. The accompanying engraving represents an Atlantic passenger steamship. 6. These vessels are rigged with spars so that they may be able to continue their voyage if the engine breaks down, or to spread sails on to increase the speed when the breeze is favorable. They are beautifully fitted up and make in a very few days a voyage which used to require several weeks.



Canada is now one of the large ship-owning powers of the world, in the list of which she holds the fourth or fifth place. In 1881, she owned 7394 vessels, of which 954 were steamers, the total tonnage being 1,310,896. 7. There are no fewer than seven lines of steamships sailing regularly between British ports and the St. Lawrence in summer; in winter they trade with United States ports when the gulf and river are full of ice. The

most important of these are the Allan line, with twenty-five steamers, some of them very large, and the Dominion line with thirteen. 8. The largest steamer in the world is the Great Eastern, which has never been much used for passenger traffic. All iron vessels are divided into water-tight compartments, so that if a hole should happen to be made anywhere in the side of one of them she can still remain afloat, as the water can fill only a small part of the hull. In this way there is very little danger of loss by shipwreck.

QUESTIONS. — 1. What were first used by men to carry them across water? 2. What is a "dug-out"? 3. By what means are boats driven onward? 4. How are sails spread? 5. When was steam first used to propel vessels? 6. Why are steamships superior to sailing vessels? 7. What lines of ocean steamships trade with Canadian ports? 8. What is the use of water-tight compartments? 9. What is the position of Canada as a maritime power?

EXERCISES. — 1. Learn to spell the following words:

Sharpening	Navigator	Accompany	Traffic
Rapidly	Immense	Engine	Divided
Canoe	Fastened	Passenger	Shipwreck

2. Point out the nouns, adjectives, and verbs, in sections 3 and 4.

3. Explain the following phrases: (1) The art of navigation. (2) More expert in managing sails. (3) Sailors became more venturesome. (4) This method of navigation increases the cost. (5) These vessels are rigged with spars.

4. Trace on the map the course of the river St. Lawrence, and name the cities and towns on its banks.

5. Write out what you have learned about ships.

MUNGO PARK AND THE NEGRO WOMAN.

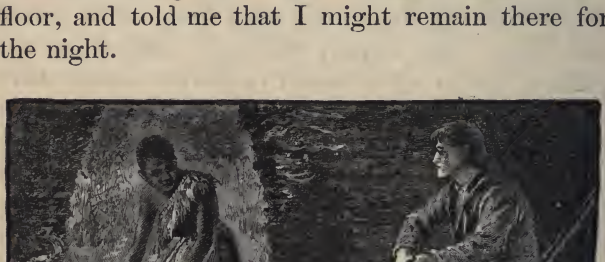
Discov'er, find out.
Des'ert, a place where crops will not grow.
Toil, hard work.
Admit', let in.
Compass'ion, pity and sympathy.
Light'en, make light and cheerful.

1. Mungo Park was a traveller, who, in 1795, visited Africa, and travelled about for the purpose of discovering the source of a great river called the Niger. His journey was long, dangerous, and painful, across wide desert countries, where there are many wild beasts, and many tribes of black men that are constantly at war with each other. 2. After much danger and toil, the traveller reached the banks of the Niger, which he saw was a fine broad river. He now wished to cross to the opposite side; but, as he could not find a boat, he resolved to wait at a village close at hand till next day.

3. Park accordingly went to the village to seek for lodging and food; but the people had never seen a white man before, and being afraid of him they would not admit him into their houses. This made him sad, and he was obliged to sit all day, without food, under the shade of a tree. 4. Night came on, and threatened to be very uncomfortable, for the wind rose, with the appearance of a heavy storm of rain; and there were so many wild beasts in the neighborhood, that Park thought he should have to climb up the tree to rest all night among its branches.

5. "About sunset, however," says he, "as I was

preparing to pass the night in this manner, and had turned my horse loose that he might graze at liberty, a woman stopped to look at me. Seeing that I was weary and sorrowful, she, with looks of great compassion, took up my saddle and bridle, and told me to follow her. Having led me into her hut, she lighted a lamp, spread a mat on the floor, and told me that I might remain there for the night.



6. "Finding that I was very hungry, she said she would get me something to eat. She accordingly went out, and returned in a short time with a very fine fish, which she broiled on some hot ashes and gave me for supper. 7. The kind-hearted negro woman then pointed to the mat, and told me I might sleep there without any fear of danger. She now called to the women of her family, who had been gazing on me with wonder, to begin spinning cotton, and in this they employed themselves the greater part of the night.

8. "They lightened their labor by songs, one of which they made on the subject of my visit. The air was sweet and mournful, and the words were these: 'The winds roared and the rain fell. The poor white man, faint and weary, came and sat under our tree. He has no mother to bring him milk — no wife to grind his corn. Let us pity the poor white man who came and sat under our tree.'"

QUESTIONS. — 1. Who was Mungo Park? 2. When, where, and for what purpose did he travel? 3. In what situation did he find himself on the shore of the river? 4. How was he treated by the people? 5. How did he spend the day? 6. How did he expect to pass the night? 7. What rendered it unnecessary for him to do as he had intended? 8. Give an account of the treatment he received from the negro family.

EXERCISES. — 1. Turn the following verbs and adjectives into nouns: *Dark, travel, weary, discover, white, long, strong, big, resolve, admit, prepare, employ, faint, sit.*

2. Explain the following sentences: (1) He resolved to wait at a village. (2) The night threatened to be very stormy. (3) She had looks of great compassion. (4) They lightened their labor with songs.

THE TRAVELLER IN AFRICA.

A NEGRO SONG.

1. The loud wind roared, the rain fell fast,
The white man yielded to the blast;
He sat him down beneath our tree,
For weary, sad, and faint was he:
But, ah! no wife nor mother's care
For him the milk and corn prepare.

CHORUS.

2. The white man shall our pity share;
Alas! no wife nor mother's care
For him the milk and corn prepare.

3. The storm is o'er, the tempest past,
And mercy's voice has hushed the blast;
The wind is heard in whispers low:
The white man far away must go;
But ever in his heart will bear
Remembrance of the negro's care.

CHORUS.

4. Go! white man, go! but with thee bear
The negro's wish, the negro's prayer,
Remembrance of the negro's care.

Duchess of Devonshire.

QUESTIONS. — 1. Complete this line: *The white man yielded . . .* 2. Where did he sit down? 3. For what did the negroes pity him most? 4. Repeat the first chorus. 5. Complete the line: *And mercy's voice . . .* 6. Why must the white man go away? 7. Repeat the second chorus. 8. What line comes after: *He sat him down beneath our tree?* 9. What after: *The wind is heard in whispers low?* (Other lines may be given.)

EXERCISES. — 1. Point out the nouns, adjectives, and verbs in the first verse.

2. Add adjectives to the following nouns: *Wind, rain, man, milk, corn, storm.*

3. Add verbs to the following nouns: *Storm, tempest, river, man.*

4. Explain the sentences: (1) The white man shall our pity share. (2) Mercy's voice has hushed the blast. (3) He will ever bear in his heart remembrance of the negro's care.

PROCRASTINATION.

Reputa'tion, fame.
Con'fidence, trust, belief.
Law'-suit, a quarrel which has to be settled by a judge.
Profess'ion, business, employment.
Cli'ent, a person who employs a lawyer.
Housed, put under shelter.
Expedi'tion, speed.
Entertained', felt.
Tur'bid, muddy.
Reg'ulate, guide.
Dis'trict, a limited part of a country.

1. One day a farmer, called Bernard, had been to his county town to attend the market there; and, having finished his business, there still remained some hours before he required to return to his home. Under these circumstances, having nothing particular to do, he thought he might as well get an opinion from a lawyer. He had often heard people speaking of a certain Mr. Wiseman, whose reputation was so great that even the judge did not like to decide contrary to his opinion. The farmer, therefore, asked for Mr. Wiseman's address, and without delay made his way to his house.

2. He found a large number of people waiting to ask the advice of the learned and clever lawyer, and he had to wait a long time. At last his turn came, and he was shown into the room. Mr. Wiseman asked him to sit down, and then, settling his spectacles on his nose so as to get a comfortable look at him, begged him to state his business.

3. "Upon my word, Mr. Lawyer," said the farmer, uneasily twisting his hat in his hand, "I can't say that I have any particular business with

you; but as I happened to be in town to-day, I thought I should be losing an opportunity if I did not get an *opinion* from you."

"I am much obliged by your confidence in me," replied the lawyer. "You have, I suppose, some law-suit going on?"

"A law-suit?" said the farmer; "I should rather think not! There is nothing I hate so much, and I have never had a quarrel with any one in my life."

4. "Then, I suppose, you want some family property fairly and justly divided?"

"I beg your pardon, sir; my family lives with me in peace, and we have no need to think of dividing our property."

"Perhaps, then, you want some agreement drawn up about the sale or purchase of something?"

"Not at all! I am not rich enough to be purchasing property, and not poor enough to wish to sell any."

5. "Then what on earth do you want me to do, my friend?" said the astonished lawyer.

"Well, Mr. Wiseman, I thought I had already told you that," replied Bernard, with a sheepish laugh; "what I want is an *opinion*—I am ready to pay for it. You see, here I am in town, and it would be a great pity if I were to lose the opportunity."

6. The lawyer looked at him and smiled; then taking up his pen, he asked the farmer what his

name was. "Peter Bernard," said he, quite pleased that the lawyer at last understood what he wanted.

"Your age?"

"Forty years, or somewhere about that."

"Your profession?"

"My profession! Ah, yes! you mean what do I do? I am a farmer."

7. The lawyer, still smiling, wrote two lines on a piece of paper, folded it up, and gave it to his strange client.

"Is that all," cried Bernard; "well, well! so much the better. I daresay you are too busy to write much. Now, how much does that cost, Mr. Lawyer?"

"Half-a-crown."

8. Bernard paid the money, well-contented, gave a bow and a scrape, and went away delighted that he had got his *opinion*. When he reached home it was four in the afternoon; he was tired with his journey, and he resolved to have a good rest. It happened, however, that his hay had been cut for some days, and was now completely dry; and one of his men came to ask if it should be carried in and housed that night.

9. "This night!" said the farmer's wife, "who ever heard of such a thing? Your master is tired, and the hay can just as well be got in to-morrow." The man said it was no business of his, but the weather might change, and the horses and carts were ready, and the laborers had nothing to do.

10. To this the angry wife replied that the wind was in a favorable quarter, and that they could not anyway get the work done before nightfall.

Bernard, having listened to both sides of the question, didn't know how to decide, when all of a sudden he remembered the paper the lawyer had given him. 11. "Stop a minute!" cried he; "I have got an *opinion*—a famous opinion—an opinion that cost me half-a-crown. That's the thing to put us straight. You are a grand scholar, my dear; tell us what *it* says." His wife took the paper, and, with some little difficulty, read out these two lines:

"PETER BERNARD, NEVER PUT OFF TILL TO-MORROW WHAT YOU CAN DO TO-DAY."

"There's the very thing!" cried the farmer. "Quick! out with the men and the carts, and we'll have the hay in at once."

12. His wife still grumbled, but it was of no use; Bernard was obstinate. He declared that he was not going to pay half-a-crown for nothing, and that, as he had got an *opinion* from his lawyer, he would follow it whatever happened. In fact, he set the example himself, and urging his men to the greatest expedition, he did not return to his home till all the hay was safely housed.

13. Whatever doubts his wife might have entertained as to his wisdom, were fully put at rest by the result; for the weather changed suddenly during the night; an unexpected storm burst over the valley; and when she woke in the morning she saw running through the meadows a brown and turbid flood, carrying in its current the newly-cut hay of her neighbors. All the farmers close by lost their hay, and Bernard alone had saved his.

14. Having experienced the benefits which followed obedience to the advice of the lawyer, Bernard from that day forward never failed to regulate his conduct by the same rule, and in course of time he became one of the richest farmers of the district. Nor did he forget the service which Mr. Wiseman had rendered him, for he sent him every year a present of two fat fowls, in remembrance of his valuable advice; and, whenever he had occasion to speak to his neighbors about lawyers, he always said that "after the ten commandments.

there was nothing that should be more strictly followed than the *opinion* of a good lawyer."

EXPLANATIONS. — 1. An "opinion" usually means merely what a person thinks about a particular subject; but the "opinion" of a *lawyer* is his statement, generally in writing, of what he thinks of the justice of some particular case, which is to be tried by a judge. 2. "The wind was in a favorable quarter" — When the wind blows from some particular quarter of the compass it is generally dry, while other winds bring rain with them. The farmer's wife meant that the wind was not blowing from the quarter whence rain usually came, and that, therefore, it was likely to keep fine and dry through the night. 3. A half-a-crown is a British coin worth about sixty cents.

QUESTIONS. — 1. What did Bernard wish to get from the lawyer? 2. How did the lawyer give him his opinion? 3. What did one of his men ask him when he returned to his farm? 4. What was the opinion of his wife? 5. What did Bernard suddenly remember when he found it difficult to decide? 6. What advice was contained in the lawyer's opinion? 7. What did Bernard do in consequence? 8. What happened during the night? 9. What was the result to the neighboring farmers? 10. How did Bernard become rich? 11. How did he show his gratitude to the lawyer?

EXERCISES. — 1. Learn to spell the following words:

Particular	Opportunity	Favorable	Current
Lawyer	Confidence	Difficulty	Benefits
Address	Astonished	Expedition	Valuable
Spectacles	Client	Entertained	Neighbors
Profession	Weather	Remembrance	Meadows
Experienced	Urging	Commandment	Happened

2. Select the nouns, adjectives, and verbs from sections 13 and 14.

3. Make nouns out of the following adjectives and verbs: *Good, obedient, forget, busy, hear, speak, great, make, confide, oblige, divide, think, know, please, content.*

4. Make adjectives out of the following nouns and verbs: *Benefit, forget, value, advise, obey, law, comfort, confidence, agree, smile, year, delight, change, favor, fame, storm.*

THE GOAT.

Assumes', puts on.
Vir'tue, good quality.
Disadvan'tage, drawback.
Vent'ure, dare.

1. The goat is a near relative of the sheep; but he has longer legs and a much shorter temper. The male goats have beards. If attacked by a goat with his sharp pointed horns, the proper thing

to do is to seize him by the beard, when he becomes at once as tame as a lamb, assumes a downcast air, and bleats in a very pitiful tone, as if he were asking for mercy. 2. Goats are not kept in great numbers in America, and the few that are kept are valued chiefly for their milk which possesses qualities that make it useful for certain classes of invalids. 3. Very excellent cloth can be made from their hair, and it is from the hair of these animals that are manufactured those wonderful Cashmere shawls which are made in India and are sent to all parts of the world. One of these shawls sometimes costs as much as twelve or fifteen hundred dollars. The skin of the goat also makes capital leather, when tanned, and the celebrated morocco leather is made from goat-skin. 4. What has been said pretty nearly finishes the list of the services which the goat renders to man. It should be added, however, that the goat has the virtue of being anything but greedy in its habits. In fact, it is content with so little food that it has been called "the poor man's cow;" and it is a pity that it is not more commonly kept, since the milk, though rather peculiar in taste, is very nourishing.

5. In its disposition the goat is much brisker and more lively than the sheep, and we may fairly say that it is also more clever; but then it has the disadvantage of possessing a decidedly uncertain temper. A tame goat will generally behave well to any one whom it knows, but it is very likely to give a

dig with its sharp horns to any stranger who may venture within reach. 6. Goats, when wild, live in small flocks, and delight in high and rocky situations. They are splendid climbers, and clamber about with the utmost ease — with sure foot and steady eye — amongst steep and rugged cliffs, on which one would think that no animal without wings would venture to set foot.

7. A goat is generally quite at home in a stable, and a very firm friendship often arises between it and one of the horses. The goat is also able to foretell bad weather, and always contrives to place itself under shelter before the arrival of a storm.

The chamois and the ibex — which is also called the steinbock (or stone-buck) — are also goats; and they are still found wild in the Alps.

SUMMARY.

1. The goat is a near relative of the sheep, which it resembles in almost all respects. The male goats, however, and sometimes the females also, have a tuft of long hair under the chin, forming a beard. Both the males and females have a pair of horns on their head, and the horns are generally bent backwards. 2. The goat is a capital climber, and lives naturally in rocky and mountainous districts. It is not much valued in this country except for its milk; but there are many countries in which it is kept for the sake of its flesh and for its hair. 3. The hair can be woven into excellent cloth, and it is from the hair of a goat that the famous and valuable Cashmere shawls are made. Several wild goats are known in different parts of the world, and our domestic goat is believed to be descended from the wild goat of Persia.

QUESTIONS. — 1. Of what other animal is the goat a near relative? 2. If a goat attacks you, what ought you to do? 3. In what ways are goats useful in other countries? 4. What is

made from the hair? 5. What does a Cashmere shawl cost? 6. What is made of the skin of the goat? 7. What kind of leather? 8. What is the goat called, from the little food it eats? 9. Where does the goat like to live when wild? 10. What can the goat foretell? 11. What two foreign animals are also goats?

DICTATION. — 1. Learn to write out:

It is from the hair of a goat that are manufactured those wonderful Cashmere shawls which are made in India.

EXERCISES. — Learn to spell the following words:

Relative	Morocco	Disposition	Foretell
Attacked	Leather	Decidedly	Contrive
Company	Commonly	Animal	Arrival
Excellent	Peculiar	Friendship	Chamois

2. Point out all the nouns, adjectives, and verbs in sections 7 and 8.

3. Make adjectives out of the following nouns: *Beard, horn, use, milk, hair, service, temper, rock, home, friend, habit, fire, storm.*

4. Make nouns out of the following adjectives and verbs: *Near, long, short, tame, keep, make, greedy, sick, clever, high, strange, arrive, climb, firm, contrive.*

5. Explain the following phrases: (1) The goat assumes a downcast air. (2) The goat has the virtue of being anything but greedy in its habits. (3) It will butt any stranger who may venture within reach. (4) It contrives to place itself under shelter before the arrival of a storm.

THE TAKING OF LINLITHGOW CASTLE.

Wit, ingenuity, cleverness.
Gar'rison, the body of soldiers in charge of a castle.
Strong'hold, fortress or castle.
Lights upon, falls upon.
Risk, danger.
En'terprise, undertaking.
Estate', a piece of land.

1. In the reign of Edward the First, when the Scotch people fought so bravely to drive the English out of Scotland, many castles were taken on both sides by ready wit and courage. Linlithgow,[1] a strong castle, with an English governor and a very powerful garrison, was taken in this way.

2. There lived at no great distance from this stronghold a farmer, a bold and stout man, whose name was Binnock. This man saw with great joy the progress which the Scots were making in recovering their country from the English, and made up his mind to do something to help his countrymen by getting possession, if it were possible, of the Castle of Linlithgow. 3. But the place was very strong, and stood by the side of a lake; it was defended not only by gates, which were usually kept shut against strangers, but also by a portcullis. A portcullis is a sort of a door formed of crossbars of iron like a grate. It has no hinges like a door, but is drawn up by pulleys, and let down when any danger approaches. It may be let go in a moment, and then falls down into the doorway; and as it has great iron spikes at the bottom, it crushes all that it lights upon; thus in case of a sudden alarm, a portcullis may be quickly let fall to defend the entrance, when it is not possible to shut the gates. 4. Binnock knew this very well, but he resolved to be provided against this risk also, when he attempted to surprise the castle.

So he spoke with some bold courageous countrymen, and engaged them in his enterprise, which he accomplished thus:

5. Binnock had been used to supply the soldiers in the castle with hay, and he had been ordered by the English governor to furnish some cart-loads of which they were in want. He promised to bring it accordingly; but the night before he drove the

hay to the castle, he placed a party of his friends, as well armed as possible, near the entrance, where they could not be seen by the garrison, and gave them directions that they should come to his assistance as soon as they should hear his signal, which was to be—"Call all, call all!" Then he loaded a great wagon with hay. 6. But in the wagon he placed eight strong men, well armed, lying flat on their breasts, and covered over with hay, so that they could not be seen. He himself walked carelessly beside the wagon; and he chose the stoutest and bravest of his servants to be the driver, who carried at his belt a strong axe or hatchet. 7. In this way Binnock went up to the castle early in the morning; and the watchman who saw only two men—Binnock being one of them—with a cart of hay which they expected, opened the gates, and raised up the portcullis to permit them to enter the castle. But as soon as the cart had got under the gateway, Binnock made a sign to his servant, who with his axe suddenly cut in two the yoke which fastened the horses to the cart, and the horses finding themselves free, started forward, the cart remaining behind under the arch of the gate. 8. At the same moment, Binnock cried as loud as he could: "Call all, call all!" and drawing his sword which he had under his cloak, he killed the gatekeeper. The armed men then jumped up from under the hay where they lay hid, and rushed upon the English guard. The Englishmen tried to shut the gates, but they

could not, because the cart of hay remained in the gateway, and prevented the folding doors from being closed. The portcullis was also let fall, but the grating caught on the cart, and so could not drop to the ground. 9. The men who were lying hid near the gate, hearing the signal which Binnock had promised to give them when ready for them, ran to assist those who had leaped out from amongst the hay; the castle was taken and all the Englishmen killed or made prisoners. King Robert Bruce rewarded Binnock by giving him an estate, on which his children and children's children lived for a very long time after.

Adapted from Sir W. Scott.

EXPLANATION. — 1. "Linlithgow" — A town about seventeen miles to the west of Edinburgh.

QUESTIONS. — 1. In the reign of which king of England was Linlithgow Castle taken from the English? 2. What was the name of the farmer who lived near the castle? 3. What was the position of Linlithgow Castle, and how was it defended? 4. What is a portcullis? 5. What had Binnock been used to supply to the soldiers of the castle? 6. What was he ordered to bring to the castle on this particular occasion? 7. Where did he station a party of his friends? 8. What was his signal to them to be? 9. What did he conceal in the wagon of hay? 10. Who was the driver of the wagon? 11. Why did the watchman let them into the castle? 12. What did Binnock do as soon as the cart was under the gateway? 13. What did the horses do? 14. What happened to the gatekeeper? 15. Why could the Englishmen not shut the gates? 16. Why could the portcullis not drop to the ground? 17. What did the men who were hidden near the castle do? 18. How did King Robert Bruce reward Binnock?

EXERCISES. — 1. Learn to spell the following words:

Reign	Portcullis	Accomplished	Fastened
Garrison	Pulleys	Assistance	Remaining
Possession	Courageous	Carelessly	Leaped
Usually	Enterprise	Hatchet	Prisoners

2. Point out all the nouns, adjectives, and verbs in sections 8 and 9.

3. Make adjectives out of the following nouns: *Wit, courage, joy, progress, help, alarm, surprise, care, fold, promise.*

4. Make nouns out of the following adjectives and verbs: *Brave, drive, strong, distant, possess, possible, quick, arm, cover, permit, enter, try, remain, sign, prevent.*

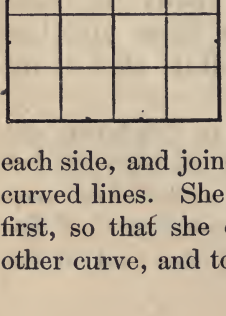
5. Explain the following phrases: (1) This man saw with great joy the progress which the Scots were making in recovering their country from the English. (2) The portcullis is let down when any danger approaches. (3) He gave them directions that they should come to his assistance. (4) King Robert Bruce rewarded Binnock by giving him an estate.

A DRAWING LESSON.

1. One dark day in school everybody was tired and restless. Our teacher had worked very hard to keep us at work and in good spirits, but about three o'clock in the afternoon she began to feel as though she could not hold out till the close of the day.

2. She was teaching a class in Grammar, and even May Bolton was making mistakes in her parsing. Finally the teacher said, "You may take your seats," before the lesson was half finished. When we were seated she said to the

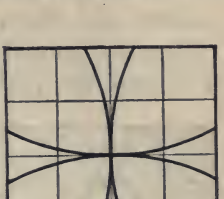
whole school, "Scholars, I am tired, and you all look so too. Let us sing an exercise song." 3. We were all glad, and although we were a little lazy at first we soon became lively, and in a few minutes were bright and happy, notwithstanding the dark clouds outside. 4. Our teacher was pleased with our changed appearance, and she said, "How many of you would like to have a lesson on drawing this afternoon?" Every one raised his hand in an instant, because we were delighted to have a change. 5. "Very well," she said, "take your slates and make me a square like this," and she made one on the blackboard. Then she drew light lines from the centre of each side right across the centre of the square, and four other light lines half way between these lines and the sides of the square. 6. She called the first two light lines the diameters of the square. She allowed us to use our rulers in making the square, and told us to do all the rest with our pencils alone.



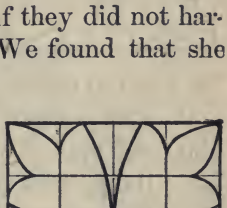
7. She asked us to count the number of little squares, and we found we had sixteen, just as you see in this picture.

8. Then she made dots at the centre of the central squares on each side, and joined these dots with the centre by curved lines. She always drew the left-hand curve first, so that she could see it while drawing the other curve, and to avoid rubbing it. We all did

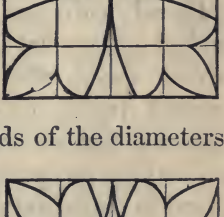
the same, and we found we had a pattern like this: —



9. She asked us to notice that the parts opposite to each other were exactly alike, and told us that this was always so in pattern drawing. She told us to examine the patterns in our carpets and oil-cloths at home, or on our wall paper and lace curtains, and tell her next day if they did not harmonize in the opposite parts. We found that she was right.



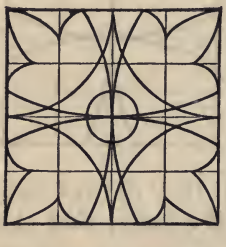
10. Next she marked the centres of the inside lines of the corner squares, and joined them by curved lines with the ends of the lines last drawn, and with the corners of the large square. We did so too, and our patterns then looked like this:



11. She then connected the ends of the diameters by quadrants, and we followed her example, changing our patterns thus:

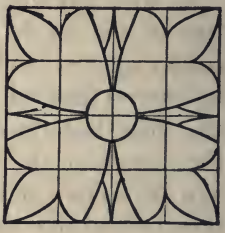
12. She then showed us that the pattern consisted of four parts, and asked us if we thought it needed anything to complete it. One of the girls said she thought there ought to be something to

hold the four parts together at the centre. The teacher said she was right, and drew a little circle cutting the centre of the sides of the inner squares. This gave our patterns a new appearance.



13. She asked us again to look carefully at our slates, and tell her what we thought about the pictures we had made. Different suggestions were given, on which the teacher commented without adopting them, until William Robins said he thought "it was too crowded in the centre."

14. The teacher agreed with him, and erased lines so as to leave the pattern like this:



15. We were all very much pleased with our lesson, and asked our teacher to give us one every day. She told us she would try to do so, and explained that we might use any number of squares in making our patterns, and that if we made any form in one corner, and repeated it in the corresponding parts of the large square we would have a pattern.

"Our Little Ones."

MORNING AFTER RAIN.

[This is a description of a bright morning in the Lake Country, in Cumberland and Westmoreland, England.]

1. There was a roaring in the wind all night—
The rain came heavily and fell in floods;
But now the sun is rising calm and bright—
The birds are singing in the distant woods;
Over his own sweet voice the stock-dove broods;
The jay makes answer as the magpie chatters;
And all the air is filled with pleasant noise of waters.

2. All things that love the sun are out of doors;
The sky rejoices in the morning's birth;
The grass is bright with rain-drops; on the moors
The hare is running races in her mirth,
And with her feet she from the plashy earth
Raises a mist that, glittering in the sun,
Runs with her all the way, wherever she doth run.

Wordsworth.

FIDELITY.

Mu'tiny, an uprising or insurrection against a government or ruler.
Res'idents, people who reside or live in a place.
Suppres'sion, putting down.
Sub'urbs, places outside but near a town.
Rejoin', come to him again.
Absorbed', much taken up with (literally, sucked in).
I'tems, pieces, details, *or* particulars.
Discuss'ing, talking about things.
Rep'etition, saying over and over again.
Tena'cious, sticking to a thing.

1. Sir Henry Havelock was one of the bravest soldiers and ablest generals that England has produced. He did splendid work during the mutiny in India in 1857, and was one of the generals who, by rapid marches, came to the relief of the small body of British troops that, with women and children, and other residents, were shut up in Lucknow, and exposed to a hail of shot and shells, which ceased neither day nor night.

2. In the year 1849 he was allowed leave of absence, for the sake of his health, and returned to England for a short time. He took a house in

one of the suburbs of London. One morning after breakfast he set out for the city on important business, taking with him his son, a little boy of about eleven years of age; and as his business might occupy a good deal of time, his intention was to return late in the evening. 3. The two were soon in the heart of the great city, among the hundreds of thousands who every hour stream along its streets. Suddenly, when at the north or city end of London Bridge, a thought struck the father, and he requested his son to remain where he was until he should rejoin him — which he promised to do in a very short time. 4. Sir Henry was quickly absorbed in the transaction of the different items of business which had drawn him to the city. He went from street to street, and from office to office, making arrangements and discussing details with different persons; and his whole mind was filled with what he had to do. The press of work and discussion entirely drove his promise to his son out of his mind. He finished his business, and made his way home to his house in the distant suburb.

5. It was late in the evening when he got home; and one of the first questions put to him on entering was: "But where is Henry?"

"Dear me!" he cried, "I've quite forgotten him; he must be at London Bridge still; I must go and fetch him at once."

"O do sit down and have something to eat," said his wife.

"Certainly not; I must not leave him there a minute longer than I can help." He hurried off, and made his way as speedily as he could by the same route which he had taken in the morning. He reached the bridge at midnight.

6. There, on the very spot he had left him twelve hours before, he found his faithful son pacing quietly up and down till his father should come to rejoin him. Hour after hour had passed away, each hour becoming longer, more weary, and more leaden-footed than the last. But the boy stuck to his post. Day declined to evening, and evening passed into night. 7. The city church-clocks tolled with heart-wearying repetition the hours as they passed by; but the boy did not think of moving. Light came out after light; and the long lines of lamps streamed their broken reflections on the cold flowing river. But the boy quietly paced up and down, and stuck to his post. Tens of thousands of human faces swept past him; and he looked in vain for the face of his father among them. He began to feel cold and hungry — he was only eleven — and quite tired out; but he knew that his father would come, because he had made a promise.

8. Well, the boy was very glad when it was over; and the father was very glad to find his son at his post, and very sorry to think that he had forgotten his promise to him for so long. Many years after, in India, the son proved himself on several battle-fields to be as brave and tenacious and honorable as a soldier as he had been when a

boy; and he now wears the high distinction of the "Victoria Cross for valor in the face of the enemy."

FEEDING THE POULTRY.

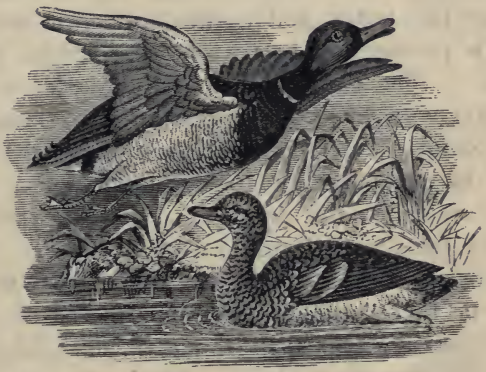
DUCKS AND HENS.

Concern', care and anxiety.
Down, the soft hair under the feathers of fowls.
Marsh'y, wet or boggy.
Plum'age, feathers.
Tremen'dous, terrible.
Is famil'iar with, knows well.
Gigan'tic, of huge size.

1. Ducks and hens are found together in every farm-yard, living in perfect peace with one another. Nothing, however, could be more unlike than the

habits and mode of life of these useful and valuable birds. The ducks are regular water-birds, being capital swimmers and divers; whereas hens live upon the land, and will not put a foot into the water if they can help it. 2. Sometimes the farmer's wife puts the eggs of a duck under a hen, and the poor bird never knows the difference at the time. When the little yellow ducklings come forth out of the eggs, they can run about at once, and they soon take to the water and paddle about in it as if they were quite at home. 3. The anxious hen never seems to think that she is not the true mother of the little ducklings, and she can only watch their goings on with the utmost concern and distress. It is of no use, however, for her to run up and down on the bank of the pond, calling upon her brood to return to dry land. They are quite happy and comfortable in the water, and they pay no attention to her at all. 4. If we look at a duck we can see why it can swim and dive so well. Its toes are all joined together by the skin, so that its foot can be used to strike the water, just like the broad blade of an oar. The bird can use its feet the better for this purpose, because its legs are placed far back on its body, giving them great power as paddles. For the same reason, the duck walks upon the dry ground in an awkward and clumsy way, whilst its movements in the water are very free and graceful. 5. One would think that the ducks would get quite cold with being in the water so much, and that their feathers would

get wet; but this is not the case at all. The feathers are always dry, because the bird keeps them well oiled, so that the water just runs off them; and it is always warm, because it has a very thick coat of feathers and soft down, which prevents the water reaching its skin, whilst its legs are covered with horny plates. 6. Ducks feed



WILD-DUCK OR MALLARD, MALE AND FEMALE.

upon small insects, worms, and any kind of scraps which they find in the mud at the bottom of the water. They are not particular as to their food, but swallow almost everything that comes in their way. When they are looking for food, they turn heels-over-head in the water, with their tails above the surface and all the rest of their body below. They then grope about in the mud with their broad soft bills to secure their food. 7. In fact they *feel* with their bills what is in the mud, just as we

should do if we were to use our fingers. If we watch a duck feeding in a roadside gutter, we shall see it taking in a quantity of dirty water with its bill, and squirting it out again by the sides. In this there is a beautiful adaptation to the wants of the bird. The inside of the bill is lined on each side with fine plates, placed closely together, which act as a sieve by retaining the food and allowing the water and useless matter to escape. This is precisely the way too in which the whale feeds. 8. The parent of our tame ducks is the common wild-duck or Mallard, a very beautiful bird found in marshy districts and by the seashore in many parts of our country. The male ducks are called the drakes, and have beautifully colored feathers. There are many different sorts of tame ducks, and they are very useful to us, both for their eggs and for their flesh.

9. There are very many things in which hens are very different from ducks. Their feet are not "webbed"—that is to say, the toes are not joined by the skin; and this shows that the hen is not intended to live in the water. On the other hand, its legs are set more in the middle of its body in the hen than in the duck, so that it is a good walker. The toes have strong blunt nails, with which the hen scratches up the ground, and turns up the grains of corn and seeds which lie buried in the earth, and upon which it feeds. 10. The cock has a great red "wattle" on his head, his plumage is very beautiful, and his legs are armed

with pointed pieces of bone, which are called "spurs," and with which he can fight his enemies. Cocks have tremendous battles, and they can kill each other by a well-aimed blow with their sharp spurs.

11. Ducks "quack," hens "cackle," and the cock "crows," and everybody is familiar with these sounds who has ever been inside a farm-yard. There are very many different kinds of hens, from the gigantic Cochin-China fowl to the little quarrelsome bantam; but they are all useful to us, both to eat and for their eggs. They seem to be descended from a beautiful wild bird which is called the "jungle-cock" and is found in Java.

SUMMARY.

1. The duck belongs to the family of what are called the "swimming birds." Its toes are "webbed," or united by the skin, so as to form capital oars or paddles. It walks badly on the land, but is a first-rate swimmer. Its bill is broad and soft, and with this instrument it searches amongst the soft mud at the bottom of ponds and streams, and in gutters, for worms and other kinds of food. 2. The duck is like the hen in not being a good flier, though wild-ducks can fly far and well. It is valued for its flesh and its eggs. There are many kinds of tame ducks, but they are mostly descended from the common wild-duck, or from the teal. The male duck is called the "drake."

3. The hen belongs to the family of what are called the "scratching birds." This family includes a great many other birds, such as the peacock, turkey, Guinea-fowl, pheasant, partridge, grouse, and doves; and this name is given to them because they have strong, blunt claws on their toes, which they use in scratching up the earth in search of the seeds on which they feed. 4. The hen, like all its near relations, is a ground-bird, seldom perching in trees, and rarely rising into the air. It has a heavy body and short wings, so that it flies badly. 5. The

hen is a most valuable bird, both its eggs and its flesh affording an excellent food; while its feathers are very useful for stuffing pillows. There are many kinds of domestic hens, but they seem to be all descended from the jungle-fowl of Java.

QUESTIONS. — 1. What is the chief difference between ducks and hens? 2. What happens sometimes to a mother hen? 3. Why can a duck swim so well? 4. Where are its feet placed? 5. Why does it not walk so well? 6. Why does a duck not get cold in the water? 7. What do ducks feed on? 8. In what manner do they obtain their food? 9. What is the original parent of our common tame duck? 10. What kind of feet has the hen? 11. Tell me what you know about the appearance of the cock. 12. What cries have these kinds of tame fowls? 13. Tell me the biggest kind of hen. 14. The smallest.

DICTATION. — Learn to write out:

The toes of a duck are all joined together by the skin, so that its foot can be used to strike the water, just like the broad blade of an oar.

EXERCISES. — 1. Learn to spell the following words:

Valuable	Comfortable	Retaining	Tremendous
Capital	Awkward	Beautifully	Gigantic
Difference	Movements	Webbed	Quarrelsome
Anxious	Particular	Adaptation	Descended

2. Point out all the nouns, adjectives, and verbs in sections 12 and 13.

3. Turn the following nouns into adjectives: *Peace, use, value, water, home, mother, distress, skin, body, grace, feather, mud, bone.*

4. Make nouns out of the following adjectives and verbs: *Live, swim, know, different, anxious, happy, attentive, pay, strike, broad, free, cover, feel, useful, bury, feed, brave, fly, deep.*

5. Explain the following phrases: (1) The hen watches their goings-on with the utmost concern and distress. (2) The duck walks upon the dry ground in an awkward and clumsy way. 3. Cocks can kill each other by a well-aimed blow with their sharp spurs.

BIRDS IN SUMMER.

Flitt'ing, moving rapidly.
Boon, good and pleasant.
Trav'erse, cross up and down, *or* travel through.
Sway, move backwards and forwards.
List'eth, pleases.
Crest'ing, flying about on the top or crest of the billows.
Shaft, arrow.
Bound'less, without beginning or ending; without limits.
Wastes, waste places.
Re'gions, countries.

1. How pleasant the life of a bird must be,
Flitting about in each leafy tree;
In the leafy trees, so broad and tall,
Like a green and beautiful palace-hall,
With its airy chambers, light and boon,
That open to sun, and stars, and moon!
That open unto the bright blue sky,
And the frolicsome winds as they wander by.

2. They have left their nests in the forest bough;
Those homes of delight they need not now;
And the young and the old they wander out,
And traverse their green world round about:
And hark! at the top of this leafy hall,
How one to the other they lovingly call;
"Come up, come up!" they seem to say,
"Where the topmost twigs in the breezes sway!"

3. "Come up, come up, for the world is fair,
Where the merry leaves dance in the summer air,
And the birds below give back the cry:
"We come, we come, to the branches high!"
How pleasant the life of a bird must be,
Flitting about in a leafy tree;
And away through the air what joy to go,
And to look on the bright green earth below.

4. How pleasant the life of a bird must be,
Wherever it listeth, there to flee;
To go, when a joyful fancy calls,
Dashing adown 'mong the waterfalls,
Then wheeling about with its mates at play,
Above and below, and among the spray,
Hither and thither, with screams as wild
As the laughing mirth of a rosy child!

5. How pleasant the life of a bird must be,
Skimming about on the breezy sea,
Cresting the billows like silvery foam,
And then wheeling away to its cliff-built home!

What joy it must be to sail, upborne
By a strong free wing, through the rosy morn,
To meet the young sun, face to face,
And pierce like a shaft the boundless space!

6. What joy it must be, like a living breeze,
To flutter about 'mong the flowering trees;
Lightly to soar, and to see beneath
The wastes of the blossoming purple heath,
And the yellow furze, like fields of gold,
That gladden some fairy regions old!
On mountain tops, on the billowy sea,
On the leafy stems of the forest tree,
How pleasant the life of a bird must be!

Mary Howitt.

QUESTIONS. — 1. To what are the leafy trees said to be like? 2. To what are the airy chambers of this hall said to be open? 3. When the birds get to the top of their leafy hall, what do they say to each other? 4. What do the birds below say in answer? 5. What is said about the delights of the sea-bird? 6. Where do some sea-birds built their nests? 7. To what is a sea-bird compared when it flies out to meet the rising sun? 8. What kind of sport has a bird among waterfalls? 9. What colors does the bird see on the waste places of the country? 10. In what different places has the poet described the life of a bird?

EXERCISES. — 1. Learn to spell the following words:

Pleasant	Frolicsome	Wherever	Blossoming
Beautiful	Bough	Pierce	Mountain
Palace	Traverse	Flowering	Billowy

2. Point out the nouns, adjectives, and verbs in verse 4.

3. Add adjectives to the following nouns: *Tree, hall, sun, winds, birds, leaves, air.*

4. Add verbs to the following nouns: *Birds, wind, sun, arrow, child, breeze.*

5. Make adjectives out of the following nouns: *Sun, top, leaf, breeze, billow, mirth, space, joy, beauty, air, frolic, delight, earth.*

6. Make nouns out of the following adjectives: *Young, pleasant, broad, free, bright, strong, merry, green.*

7. Explain the following phrases: (1) They need not those homes of delight. (2) What joy it is to pierce like a shaft the boundless space. (3) A joyful fancy calls the birds to dash down among the waterfalls.

THE HORSE.

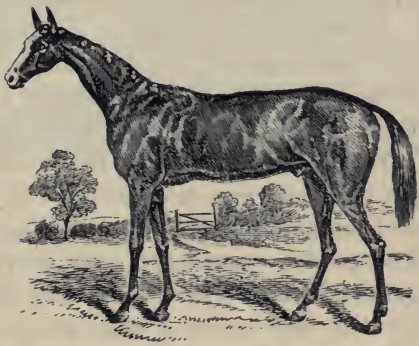
Domes'tic an'imals, home animal (as opposed to wild).
Prompt'itude, readiness or quickness.
Fal'con, a kind of hawk.
Surpassed', beaten.
Endur'ance, power of holding out.
Sagac'ity, good sense.
Insens'ible, without sense or consciousness.
Feroc'ity, fierceness.
Resumed', began again.

1. The horse is the noblest of all the animals that man has succeeded in completely taming. He is the proudest, the most high-spirited, and the most

courageous of all our domestic animals; and he is at the same time one of the most intelligent and obedient. The horse knows his own master and loves him; and, when he is treated with kindness, he shows himself capable of the truest and greatest affection. 2. The horse seems to have been tamed at a very early period, and no one knows with certainty from what country he originally came. Wild horses, as they are called, are found in immense herds in both Asia and America; but many people are of opinion that these are tame horses that have run wild, for it is known that when the Spaniards first landed in America there were no horses in that country; and the Indians, who had never seen any one on horseback before, thought that the man and the horse belonged to one another, and formed parts of some new, strange, and unheard-of animal.

3. In Tartary, wild horses are also found in herds of many thousands in number, each herd acting under the command of a single leader, and carrying out his orders with the exactness and promptitude of a regiment of soldiers. The Tartars catch these wild horses with the help of a falcon, who swoops down on the horse's head, flutters his wings about his face, and so confuses him that he is easily caught. 4. The Tartars not only ride their horses, but they drink their milk and eat their flesh, so that they serve them instead of cattle. In our country, however, we use the horse only as a beast of burden, either for riding or

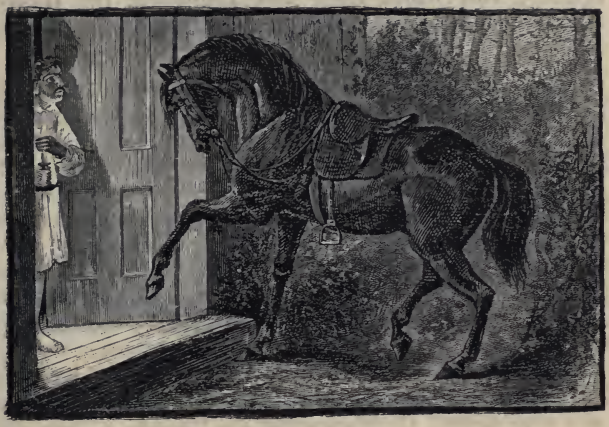
for drawing carriages and wagons. The largest horses that we have are the great dray-horses, and the smallest are the little Shetland ponies, some of which are no bigger than a good-sized dog. 5. The English race-horses and the Arab horses are famous for their extraordinary speed. Some of the most celebrated race-horses have been known to run a mile in a minute — a rate faster than the ordinary



A RACE-HORSE.

rate of running of an express train, and not surpassed by the performance of any other animal except the ostrich and some of the most powerful birds of flight. 6. The Arab horses also exhibit a wonderful power of endurance, and are petted and cared for by their masters as if they belonged to the family. Indeed, the Arab makes his horse his true friend, in return for which the gallant steed shows the greatest affection, not only for the owner, but for every member of his family.

7. The horse takes a high rank amongst the domestic animals for its sagacity and intelligence. He understands what his master says to him, and what he is intended to do. Horses have a capital memory, and will find their way home if they have but once passed over the same road, even on the darkest night. They are also able to think what ought to be done when something unexpected happens to them or to their riders. 8. For instance, a gentleman had once been paying a visit to a friend, whose house lay in the centre of a large forest. While returning home, the night was very dark, and, as he rode through the wood, he unfortunately struck his head against the overhanging branch of a tree, and was dashed out of the saddle stunned and insensible. The horse finding that he could do no good by remaining with his prostrate master, galloped off to the house which they had left, and which was about a mile away. 9. He found the door closed, and the lights out, as everybody had gone to bed; but by repeated blows of his fore-feet upon the door he succeeded in rousing the owner of the house, who, on opening the door, was surprised to see only the horse of his friend. He suspected that some serious accident had occurred, and as the horse at once turned and commenced to walk away from the house, he followed him till the faithful animal led him to the spot where his rider still lay motionless on the ground. By this intelligence on the part of the horse, his rider's life was probably saved.



10. The best-bred horses are generally very affectionate, and easily make friends with the nearest living being. A famous race-horse, that would not let any one go near him without using both his heels and his teeth, — and called from his ferocity the "Mad Arabian," — had a little lamb as his most intimate friend, which he allowed to take any liberties with him. 11. Another horse was strongly attached to a cat, which usually sat upon his back. When the horse died, the cat gradually pined away and soon followed his beloved friend. 12. Horses are also very ingenious. A mare and her colt were in the habit of robbing an orchard. The mare went up to one of the apple-trees and threw herself with great force against the trunk, when a shower of apples came tumbling down; then mother and son set to work on the fallen

apples, and when they had munched up these, they resumed their operations on some other tree.

QUESTIONS. — 1. What are the points in which the horse is superior to the other domestic animals? 2. When was the horse first tamed? 3. Where are wild horses found? 4. In what sense are they *wild?* 5. Who brought the horse first to America? 6. What did the Indians think when they first saw a man on horseback? 7. How are the wild horses of Tartary managed? 8. How are they caught? 9. In what way does the horse serve the Tartar besides being a beast of burden? 10. What are our largest horses? 11. What are our smallest? 12. At what rate can the swiftest race-horses run? 13. What does the Arab make of his horse? 14. What does the horse show in return? 15. Show how horses have a good memory. 16. Tell the story of the gentleman who was thrown from his horse in the centre of a large forest. 17. What animal did the Mad Arabian take for his friend? 18. What animal was the friend of another horse? 19. What happened when this horse died? 20. Tell the story of the mare robbing an orchard.

EXERCISES. — 1. Learn to spell the following words:

Certainty	Extraordinary	Capital	Attached
Originally	Celebrated	Insensible	Usually
Promptitude	Exhibit	Prostrate	Gradually
Regiment	Gallant	Succeeded	Ingenious

2. Point out all the nouns, adjectives, and verbs in sections 11 and 12.

3. Add verbs to the following nouns: *Horse, Spaniard, Tartars, falcon, race-horse, the Arab, pony, master, lamb, cat, orchard.*

4. Turn the following nouns into adjectives: *Pride, spirit, courage, intelligence, fame, wonder, power, force, friend, faith, ferocity.*

5. Make nouns out of the following adjectives and verbs: *Move, know, certain, strange, lead, ride, carry, endure, try, deep, high, dark, succeed, free, rob, thieve.*

THE STOLEN PEACHES.

Plot, a piece of ground.
Rudd'y, red.
Bloom, a look of freshness.
Down'y, covered with down.
Pluck, to pick.
Hence'forth, from this time, *or* for the future.
Guilt'y, sinful, wicked.

1. Charlie was the son of good and kind parents. It was his birthday, and beautiful autumn weather. His parents loaded him with presents, and permitted him to bring some of his school-fellows to play with him.

2. They played about in the garden. There Charlie had a little plot of his own, rich with flowers and fruit. On the opposite wall there grew a peach-tree, which was *not* his, but his father's; and this he had been told he must not touch.

3. The peaches were ripe, and a ruddy bloom blushed through their downy skin. "What could be more delightful?" thought the boys.

"Why not just taste them?" said they to Charlie. "There's no harm in it. Besides, is this not your birthday? Surely you can do as you like once a year at least."

4. "No!" said Charlie; "I am forbidden to touch those peaches; that's enough for me; but take what you like from my own plot, and welcome."

Then said the eldest of the boys: "Very likely Charlie is quite right; but let *us* pluck the peaches, and perhaps he will help us to eat them."

5. So Charlie at last agreed to this, and he was by no means unwilling to share the feast.

When the peaches were all eaten, and the boys gone, Charlie began to feel he had done wrong; he stayed in the garden alone and wretched, and had never been so sad and miserable all his life long.

6. At last his father came into the garden, and called out, "Charlie! Charlie!"

Charlie stood at the end of the garden, a picture of misery. His father went to him, and in passing the peach-tree he saw what had been done. His face grew sad and angry.

7. Then said his father: "Is this your birthday, and is this the return you make us for all our care and kindness?"

Charlie was dumb.

"Henceforth the garden is locked to you," said his father. He then led Charlie into the house, and went away in displeasure.

8. Charlie went off to bed, but not to sleep. He turned and tossed this way and that, but the whole night long he could not sleep.

Next morning Charlie was so pale and sad that his mother had pity on him. 9. So she said to her husband "Charlie is sorry, but he thinks the 'locked garden' means that you have locked your heart against him."

"He is quite right," was the reply; "I *have* locked my heart against him."

"How sad," sighed the mother; "he has begun the new year of his life with sorrow."

"That it may become more full of joy, let us hope," said the father.

10. By-and-by the mother said: "I am afraid Charlie will doubt our love for him."

"I hope not," said her husband. "Although he feels he is guilty, I do not think he would wish to throw the blame on us. Till now he always had our love, and he will learn to prize it for the future by having to win it back again."

11. The following morning Charlie came down to breakfast calmly and cheerfully. He carried a basket in his hand, full of all the toys and presents his parents had given him.

"What do you mean by this?" asked his father.

Charlie answered: "I give these back to you, for I do not deserve them." Then the father unlocked his heart, and happiness came back to them all again. *Krummacher.*

DICTATION. — Learn to write out:

They played about in the garden. Here Charlie had a little plot of his own, rich with flowers and fruit. On the opposite wall there grew a peach-tree, which was not his, but his father's; and this he had been told he must not touch.

QUESTIONS. — 1. What time of the year did Charlie's birthday fall in? 2. Name the autumn months. 3. What had Charlie's parents done to make this birthday a happy one? 4. What grew in Charlie's own little garden? 5. Where did his father's peach-tree grow? 6. How large is a peach — is it larger or smaller than a plum? 7. What sort of skin has it? 8. Who first persuaded Charlie to touch the peaches? 9. Why did he refuse to do so? 10. Who did pick them? 11. Did Charlie eat any? 12. Why did he stay out in the garden alone? 13. What did his father say when he saw what had happened? 14. Did Charlie sleep well that night? 15. Why did his mother pity him when he came down in the morning? 17. What did the father hope might be the result of Charlie's present sorrow? 17. What was it that was to make Charlie prize his parent's love for the future? 18. How did he try to show that he really felt sorry for his fault?

EXERCISES. — 1. Learn to spell the following words:

Beautiful	Schoolfellow	Wretched	Sorrow
Autumn	Opposite	Displeasure	Although
Weather	Agreed	Sighed	Breakfast

2. Point out the nouns, adjectives, and verbs in sections 10 and 11.

3. Add adjectives to the following nouns: *Birthday, autumn, present, plot, fruit, peach, year, feast, life, picture, face, misery.*

4. Make adjectives out of the following nouns: *Father, care, kindness, displeasure, sleep, pity, heart, mother, year, sorrow, love, blame, hand, happiness.*

5. Make nouns out of the following verbs: *Loaded, grew, blushed, like, agreed, feel, stood, locked, sighed, think, learn, given, mean, answered.*

6. Tell in your own words the story of the Stolen Peaches.

SCRIPTURE READINGS.

After the departure of Jesus Christ from the world, his doctrines were taught, at first in Judea, and afterwards in many other countries, by the apostles whom he had chosen and trained for the purpose. They suffered much persecution at the hands of both the Jews and the Gentiles, and most of them were put to death by the rulers of the countries they visited, or by the enraged populace. The following extracts contain specimens of their teaching: —

THE GOSPEL PREACHED TO THE GENTILES.

Then Peter opened his mouth, and said, Of a truth, I perceive that God is no respecter of persons: but in every nation he that feareth him, and worketh righteousness, is accepted with him. The word which God sent unto the children of Israel, preaching peace by Jesus Christ (he is Lord of all): that word, I say, ye know, which was published throughout all Judea, and began from Galilee, after the baptism which John preached; how God anointed Jesus of Nazareth with the Holy Ghost and with power; who went about doing good, and healing all that were oppressed of the devil; for God was with him. And we are witnesses of all things which he did both in the land of the Jews and in Jerusalem: whom they slew and hanged on a tree: him God raised up the third day, and showed him openly: not to all the people, but unto witnesses chosen before of God, even to us, who did eat and drink with him after he rose from the dead. And he commanded us to preach unto the people, and to testify that it is he which was ordained of God to be the Judge of quick and dead. To him give all the prophets witness, that through his name whosoever believeth in him shall receive remission of sins. — Acts x. 34–43.

PAUL'S ACCOUNT OF HIS CONVERSION.

Men, brethren, and fathers, hear ye my defence which I make now unto you. (And when they heard that he spake in the Hebrew tongue to them, they kept the more silence: and he saith): I am verily a man which am a Jew, born in Tarsus, a city in Cilicia, yet brought up in this city at the feet of Gamaliel, and taught according to the perfect manner of the law of the fathers, and was zealous toward God, as ye all are this day. And I persecuted this way unto the death, binding and deliver-

ing into prisons both men and women. As also the high priest doth bear me witness, and all the estate of the elders: from whom also I received letters unto the brethren, and went to Damascus, to bring them which were there bound unto Jerusalem, for to be punished. And it came to pass, that, as I made my journey, and was come nigh unto Damascus about noon, suddenly there shone from heaven a great light round about me. And I fell unto the ground, and heard a voice saying unto me, Saul, Saul, why persecutest thou me? And I answered, Who art thou, Lord? And he said unto me, I am Jesus of Nazareth, whom thou persecutest. And they that were with me saw indeed the light, and were afraid; but they heard not the voice of him that spake to me. And I said, What shall I do, Lord? And the Lord said unto me, Arise, and go into Damascus; and there shall it be told thee of all things which are appointed for thee to do. And when I could not see for the glory of that light, being led by the hand of them that were with me, I came into Damascus. And one Ananias, a devout man according to the law, having a good report of all the Jews which dwelt there, came unto me, and stood, and said unto me, Brother Saul, receive thy sight. And the same hour I looked up upon him. And he said, the God of our fathers hath chosen thee, that thou shouldest know his will, and see that Just One, and shouldest hear the voice of his mouth. For thou shalt be his witness unto all men of what thou hast seen and heard. And now why tarriest thou? arise, and be baptized, and wash away thy sins, calling on the name of the Lord. And it came to pass, that, when I was come again to Jerusalem, even while I prayed in the temple, I was in a trance; and saw him saying unto me, Make haste, and get thee quickly out of Jerusalem; for they will not receive thy testimony concerning me. And I said, Lord, they know that I imprisoned and beat in every synagogue them that believed on thee; and when the blood of thy martyr Stephen was shed, I also was standing by, and consenting unto his death, and kept the raiment of them that slew him. And he said unto me, Depart: for I will send thee far hence unto the Gentiles. — Acts xxii. 1–21.

LOVE.

If I speak with the tongues of men and of angels, but have not love, I am become sounding brass, or a clanging cymbal. And if I have the gift of prophecy, and know all mysteries and all knowledge; and if I have all faith, so as to remove mountains, but have not love, I am nothing. And if I bestow all my goods to feed the poor, and if I give my body to be burned, but have not love, it profiteth me nothing. Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not its own, is not provoked, taketh not account of evil; rejoiceth not in unright-

eousness, but rejoiceth with the truth; beareth all things, believeth all things, hopeth all things, endureth all things. Love never faileth: but whether there be prophecies, they shall be done away; whether there be tongues, they shall cease; whether there be knowledge, it shall be done away. For we know in part, and we prophesy in part: but when that which is perfect is come, that which is in part shall be done away. When I was a child, I spake as a child, I felt as a child, I thought as a child: now that I have become a man, I have put away childish things. For now we see in a mirror, darkly; but then face to face: now I know in part; but then shall I know even as also I have been known. But now abideth faith, hope, love, these three; and the greatest of these is love.

Follow after love; yet desire earnestly spiritual gifts, but rather that ye may prophesy.—*Revised version*, 1 Cor. xiii. 1–13.

GENERAL EXHORTATIONS.

Rejoice in the Lord alway: and again I say, Rejoice. Let your moderation be known unto all men. The Lord is at hand. Be careful for nothing; but in everything by prayer and supplication with thanksgiving let your requests be made known unto God. And the peace of God, which passeth all understanding, shall keep your hearts and minds through Christ Jesus. Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things. — Phil. iv. 4–8.

. . . . .

Submit yourselves to every ordinance of man for the Lord's sake: whether it be to the king, as supreme; or unto governors, as unto them that are sent by him for the punishment of evil doers, and for the praise of them that do well. For so is the will of God that with well doing ye may put to silence the ignorance of foolish men: as free, and not using your liberty for a cloak of maliciousness, but as the servants of God. Honor all men. Love the brotherhood. Fear God. Honor the king. — 1 Peter ii. 13–17.

. . . . .

Let all bitterness, and wrath, and anger, and clamor, and evil speaking, be put away from you, with all malice: and be ye kind one to another, tender-hearted, forgiving one another, even as God for Christ's sake hath forgiven you. — Eph. iv. 31–32.

. . . . .

But as touching brotherly love ye need not that I write unto you; for ye yourselves are taught of God to love one another. And indeed ye do it toward all the brethren which are in all Macedonia; but we beseech you, brethren, that ye increase more and more; and that ye study to be quiet, and to do your

own business, and to work with your own hands, as we commanded you: that ye may walk honestly toward them that are without, and that ye may have lack of nothing.

But I would not have you to be ignorant, brethren, concerning them which are asleep, that ye sorrow not, even as others which have no hope. For if we believe that Jesus died and rose again, even so them also which sleep in Jesus will God bring with him. For this we say unto you by the word of the Lord, that we which are alive and remain unto the coming of the Lord shall not prevent them which are asleep. For the Lord himself shall descend from heaven with a shout, with the voice of the archangel, and with the trump of God: and the dead in Christ shall rise first: then we which are alive and remain shall be caught up together with them in the clouds, to meet the Lord in the air: and so shall we ever be with the Lord. Wherefore comfort one another with these words. — 1 Thess. iv. 9–18.

HYMN OF THE HEBREW MAIDEN.

1. When Israel, of the Lord beloved,
Out of the land of bondage came,
Her father's God before her moved,
An awful guide, in smoke and flame.
By day, along the astonished lands
The cloudy pillar glided slow;
By night, Arabia's crimson'd sands
Returned the fiery column's glow.

2. There rose the choral hymn of praise,
And trump and timbrel answered keen,
And Zion's daughters poured their lays,
With priest's and warrior's voice between.
No portents now our foes amaze,
Forsaken Israel wanders lone;
Our fathers would not know THY ways,
And THOU hast left them to their own.

3. But, present still, though now unseen;
When brightly shines the prosperous day,
Be thoughts of THEE a cloudy screen
To temper the deceitful ray.
And oh, when stoops on Judah's path
In shade and storm the frequent night,
Be THOU, long-suffering, slow to wrath,
A burning and a shining light.

4. Our harps we left by Babel's streams,
The tyrant's jest, the Gentile's scorn;
No censer round our altar beams,
And mute are timbrel, trump, and horn.
But THOU hast said, the blood of goats,
The flesh of rams, I will not prize;
A contrite heart, an humble thought,
Are mine accepted sacrifice.

EXPLANATION. — This beautiful hymn is put by Sir Walter Scott in the mouth of *Rebecca*, the Jewish maiden in "Ivanhoe," on the eve of her trial by the court of the Knights Templar.

EXERCISES. — 1. Explain the following phrases: (1) The land of bondage. (2) Along the astonished lands. (3) Arabia's crimsoned sands. (4) Zion's daughters poured their lays. (5) A cloudy screen to temper the deceitful ray. (6) The tyrant's jest, the Gentile's scorn. (7) Accepted sacrifice.

2. Learn to spell the following words: —

Fiery	Prosperous	Accepted
Choral	Deceitful	Sacrifice

3. Distinguish between *pillar* and *pillow*; *slow* and *sloe*; *there* and *their*; *wanders* and *wonders*; *would* and *wood*; *censer* and *censor*; *heart* and *hart*; *altar* and *alter*.

IRON.

Im'plements, tools.
Incal'culable, not to be (easily) valued *or* estimated.
Romance', stories of the olden times.
Intense', very great.
Con'stitutes, forms *or* makes.
Condit'ion, state.
Convert'ed, changed.
Enum'erate, recount *or* tell about.

1. Iron is what is called a *metal;* and of all the metals, it is the most useful to man — far more useful than gold or silver, or copper or tin. While being the most useful, iron is fortunately also the most common of all the metals, being found almost everywhere. A long time ago, people knew nothing of iron or of its uses, and they made all their tools and weapons out of stone or bone or wood; then they found out copper and tin, and they mixed these together and made for themselves lances, knives, hatchets, and needles; being thus much better off than they were before.

2. Copper and tin when mixed together make what is called *bronze;* but on account of its softness, bronze, though better than stone or bone, is still not worth very much for making any kind of tool which needs a sharp edge. In olden times only the rich people could afford to use it, and the poor people had to content themselves with their old and clumsy stone implements.

3. It was therefore a great thing for the world when iron was first found out, and the discovery of its innumerable uses has made an incalculable improvement in the condition of the whole human race.

4. Though we have said that iron is found almost everywhere, the metal in its *pure* state is hardly known to occur naturally at all. A few lumps of it are occasionally met with; and out of these it is likely that the magic swords of the old heroes of romance, such as good King Arthur, were manufactured. The people, who at that time knew nothing about iron, thought that these swords were magical, because they were so much sharper than their own bronze ones.

5. Pure iron, therefore, is so rarely found, that we need say nothing about it here. The metal is, however, mixed up and joined with other substances; and is then known as *iron-ore*. In this state it is so common, that there is hardly any kind of rock or soil which does not contain more or less of it.

6. Sometimes the iron-ore is found in great masses in the ground, and then people dig it up to make iron out of it. For the purpose of getting at this iron-ore they dig deep holes in the ground, which are called *mines;* and the men who are employed in getting out the ore are called *miners*. 7. They spend most of their time under the earth, working by the aid of oil-lamps, and deprived of the pleasant light of the sun, and the sight of the grass and the green trees. We ought to be grateful to those who spend their lives in this way, in order that we may have iron for all our wants.

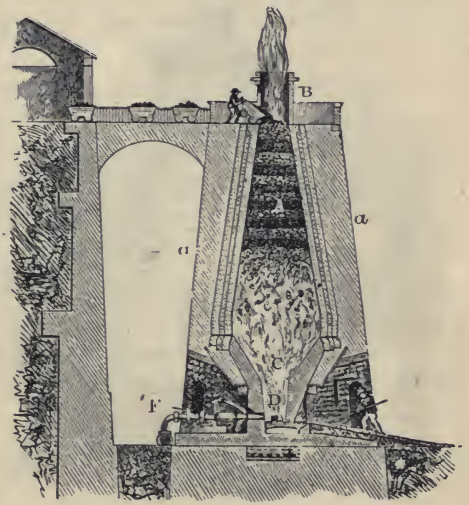
8. When you have seen iron-ore, you will no

longer wonder that people were so long in finding out that it was worth anything, or that such a valuable substance as iron could be made from it. Most commonly, iron-ore is a reddish, brown, or black stone, which does not look at all like iron, and has none of its properties, except that it is very heavy. Sometimes it is found in the form of earth or sand, and sometimes, though like a stone in other respects, it has a brightly shining and metallic appearance.

9. All kinds of iron-ore, however different they may be to look at, are useless for any of the purposes for which we use iron itself. You could not make a knife or a hatchet out of the ore itself. Before you can use it, you must get the iron out of the ore; and this is done by a process called *smelting*.

10. In order to smelt iron, the ore is placed in a large furnace, along with a quantity of coal and limestone, and subjected to the most intense heat. The heat drives away from the ore all the substances which were mixed with the iron; and then the melted metal flows out as a red-hot stream, from a hole in the bottom of the furnace. The melted iron is run off into moulds, and allowed to cool down, and it then constitutes what is known as *pig-iron*. 11. Yet even in this stage the iron is not perfectly pure, though it is greatly used in the preparation of articles by what is termed *casting*. In this process, an earthen mould is made of the shape of the article which it is desired to make,

and then the iron is melted and allowed to run in its fluid condition into the mould. When the metal has become thoroughly cool, the mould is broken, and the wished-for article is found inside. A great many iron tools and implements are made in this way of cast-iron, though steel is now often used instead.



Section of Iron Blast-furnace, showing the method of feeding in the ore, &c., through the openings at the top. At F *is the pipe through which the hot air is forced into the furnace to increase the heat.*

12. Cast-iron is somewhat brittle, and can be easily broken; but it can be converted by processes which need not be described here into *wrought*-iron. This kind of iron has the property of being extremely tough, and at the same time it

can easily be made into various shapes by being hammered, or by being passed under heavy rollers.

13. Hence wrought-iron can be easily formed into plates or sheets, which may be thick enough to form the armor for a man-of-war, or which may be as thin as the finest paper. It can also be

Outward view of Blast-furnace, showing (at D*) the molten iron running off into the moulds to form pig-iron.*

drawn out into the most delicate and threadlike wire. On account of its possessing these two properties, iron is both malleable and ductile.

14. Iron can also be changed into what is called *steel*. This is much harder than either cast or wrought iron, and takes a much higher polish.

It can also be made of any degree of hardness by heating it carefully, and by cooling it rapidly. 15. Steel is used principally in the production of all tools which, like files, require to be very hard. All "edge-tools," such as knives, scissors, and razors, which require to have a very sharp cutting edge, are also made of steel.

16. It would be too long to enumerate here one-tenth part of the uses to which we put iron, in one or other of its three principal forms — namely, cast-iron, wrought-iron, and steel. What we should do without the innumerable small iron articles which we employ in our daily life, it is indeed hard to tell. 17. But one may safely say that we should feel very uncomfortable if we were to wake up some morning and find that all our iron pots and pans, our fenders, grates, and fire-irons, our knives, scissors, keys, locks, bolts, needles, steel-pens, watch-springs, hammers, nails, hatchets, and saws had suddenly disappeared during the night. Nor should we like to do without our railways, or the iron telegraph wires which enable us to send our news to all parts of the world in the space of a few minutes, or the splendid iron ships which convey ourselves and our goods to distant countries.

QUESTIONS. — 1. Which is the most useful of all the metals? 2. Which is the most common? 3. Why is it the most useful? 4. Of what were tools and weapons made very long ago? 5. What is bronze? 6. What kind of people alone used bronze tools? 7. Of what were the old "magic" swords made? 8. How is iron generally found? 9. Where? 10. What are the men called who dig it out? 11. How is the iron got out of the ore?

12. What is put in the furnace along with the ore? 13. Into what is the melted iron run? 14. What is it then called? 15. Describe the process of casting. 16. What is the difference between cast-iron and wrought-iron? 17. Wrought-iron can be made into sheets; how thick? 18. What is the other form of iron? 19. Tell me the names of some things made of iron. 20. Tell me the names of some things made of steel.

EXERCISES. — 1. Learn to spell the following words:

Useful	Incalculable	Deprived	Uncomfortable
Implements	Improvement	Metallic	Scissors
Innumerable	Occasionally	Enumerate	Disappeared

2. Point out the nouns, adjectives, and verbs in section 1.

3. Add adjectives to the following nouns: *Iron, metal, gold, silver, copper, tin, stone, bone, wood, edge, implements, heroes, holes, miners.*

4. Add verbs to the following nouns: *Iron, bronze, implements, mines, furnace, knife, hatchet, steel, man-of-war, steel-pens, watch-springs, saws.*

5. Make adjectives out of the following nouns: *Metal, copper, bone, wood, expense, worth, occasion, mass, nature, use, earth, sand, substance, number.*

6. Make nouns out of the following adjectives and verbs: *Common, make, occur, mix, join, deep, pleasant, warm, drive, use, convert, employ, disappear, convey, distant.*

7. Explain the following phrases: (1) The poor people had to content themselves with their old stone implements. (2) The discovery of iron has made an incalculable improvement in the condition of the whole human race. (3) Iron ore has none of the properties of iron, except that it is heavy. (4) The iron runs in its fluid condition into the mould. (5) Cast-iron is brittle. (6) Splendid iron ships convey ourselves and our goods to distant countries.

A FAR-DISTANT COUNTRY.

Transpar'ent, that can be seen through (the opposite of *opaque*).
Remark'able, worthy of much notice.
Devoured', ate eagerly.
Tem'perature, amount of heat in the air.
Verd'ure, greenness.
Enliv'ened, made lively.
Cred'ibly, so as to make one believe.
For'midable, much to be feared.

1. One winter evening, as Captain Compass was sitting by the fire, with his children all around him, he began, after a little coaxing, to tell them the following story :

"I happened once, just about this time of the year, to be in a country where it was very cold, and the poor inhabitants had much ado to keep themselves from starving. They were dressed partly in the skins of animals, and partly in garments made from the outer covering of a middle-sized quadruped, which they were in the habit of cutting off his back while he was alive.

2. "They lived in dwellings which were partly sunk under ground. The materials they used in building were either stones, or earth hardened by fire; and so terrible in that country were the storms of wind and rain, that many of them covered their roofs all over with stones. The walls of their houses had holes to let in the light; but to keep out the cold air and wet, they were covered with a sort of transparent stone, made of melted sand or flints. 3. As wood was rather scarce, I don't know what they would have done for firing, if they had not discovered deep down in the bowels of the earth a very extraordinary kind of substance like stone, which, when put among burning wood, caught fire and flamed like a torch.

4. "Well — but their diet too was remarkable. Some of them ate fish that had been hung up in smoke till they were quite dry and hard; and along with it they ate either the roots of plants, or a sort of coarse cake made of powdered seeds. 5. These were the poorer class; the richer had a whiter kind of cake, which they were fond of daubing over with a kind of grease, which they

got from a certain large animal. This grease they used, too, in almost all their dishes; and when fresh, it really was not at all bad. They likewise devoured the flesh of many birds and beasts when they could get it; and ate the leaves and other parts of different kinds of vegetables growing in the country, some quite raw, others variously prepared by the aid of fire.

6. "Another great article of food was the curd of milk, pressed into a hard mass and salted. This had so rank a smell, that persons of weak stomachs often could not bear to come near it. For drink, they made great use of water in which certain dry dusty leaves had been steeped. These leaves, I was told, came from countries a great distance off. 7. They had likewise a way of preparing a liquor of the seeds of a grass-like plant steeped in water, adding to it a bitter herb, and which was then set to "work" or *ferment*. I was prevailed upon to taste it, and thought it at first very nasty, but in time I got to like it pretty well.

8. "When I had lived in this cold climate about half a year, I found the same people enjoying a delicious temperature, and the country become full of beauty and verdure. The trees and shrubs were covered with a great variety of fruits, which, with other vegetable products, made up a large part of the food of the inhabitants. 9. I particularly relished certain berries growing in bunches, some white and some red, of a very pleasant sourish taste, and so transparent that one might see the

seeds at the very centre of them. Here, too, were whole fields full of extremely sweet-smelling flowers, which they told me were followed by pods bearing seeds, that were excellent food both for man and beast. A great variety of birds enlivened the groves and woods; among which was a very amusing one, that, with little teaching, spoke as plainly as a parrot.

10. "The dress of the people in warm weather was very various. Many were clad only in a thin cloth made of the long fibres of the stalk of a plant cultivated for the purpose: this they prepared by soaking in water, and then beating with large mallets. 11. Others wore cloth woven from a curious sort of vegetable wool, which grew in pods upon bushes. But the most singular material was a fine glossy stuff, used chiefly by the richer classes, which, as I was credibly informed, is manufactured out of the fine webs of a kind of grub-worm.

12. "This people are very odd in their dress, especially the women; their clothing consists of a great number of articles which I really could not describe, and which strangely disguise the natural form of the body. In some instances they seem very cleanly; but in others, the Hottentots are better than they are. 13. Their mode of dressing the hair is remarkable: it is all matted and stiffened with the fat of swine and other animals, mixed up with substances of various kinds and colors. Like many Indian nations

they use feathers in the head-dress. 14. One thing surprised me much, which was, that they bring up in their houses an animal of the tiger kind, with formidable teeth and claws, which is played with and caressed by the tiniest and most timid of their children."

"I am sure I would not play with it," said Jack.

"Why, you might chance to get an ugly scratch if you did," said the captain.

15. "The language of this nation seems very harsh, and a foreigner finds it very difficult to understand it, yet they talk to one another with great ease and quickness. One of their oddest customs is their way of saluting each other. Let the weather be what it will, they uncover their heads, and remain uncovered for some time, if they mean to be extremely respectful."

16. "Why, that's like pulling off our hats," said Jack.

"Ah, ha! papa," cried Betsy, "I have found you out. You have been telling us of our own country, and what is done at home, all this while."

"But," said Jack, "we don't burn stones nor eat grease and powdered seeds, nor wear skins and webs, nor play with tigers."

"No?" said the captain; "pray what is coal but a kind of substance like stone; and is not butter, grease; and corn, seeds; and leather, skins; and is not silk the web of a kind of caterpillar;

and may we not as well call a cat an animal of the tiger kind, as a tiger an animal of the cat kind?"

Evenings at Home.

QUESTIONS (These questions should be put before paragraph 16 is read). — 1. Who tells the story? 2. To whom? 3. What time of the year was it? 4. What is the middle-sized quadruped from which they take the outer covering? 5. What is the earth hardened by fire? 6. What is the transparent stone? 7. Of what is it made? 8. What is the substance found deep down in the earth? 9. What are the roots of plants they ate? 10. What the coarse cake? 11. What was the grease? 12. Tell me some of the vegetables eaten raw? 13. Some prepared by the help of fire. 14. What is the curd of milk pressed hard called? 15. What is the water in which the dry leaves have been steeped? 16. What is the liquor made with seeds and a bitter herb? 17. What are the berries growing in bunches? 18. What the pods bearing seeds? 19. What is the cloth made of long fibres? 20. What is the cloth made of vegetable wool? 21. What is that made of the webs of a grub-worm? 22. What is the animal of the tiger kind seen in their houses?

EXERCISES. — 1. Learn to spell the following words:

Inhabitants	Leaves	Delicious	Stomachs
Extraordinary	Vegetables	Language	Extremely
Daubing	Liquor	Foreigner	Material

2. Point out all the nouns, adjectives, and verbs in paragraph 1.

3. Add adjectives to the following nouns: *Houses*, *diet*, *cake*, *liquor*, *berries*, *hair*, *roof*, *birds*, *beasts*, *food*, *water*.

4. Add verbs to the following nouns: *Quadruped*, *fish*, *birds*, *grub-worm*, *tiger*, *beasts*, *inhabitants*, *Hottentots*.

5. Explain the following sentences: (1) Their diet was remarkable. (2) The vegetables were prepared by the aid of fire. (3) I particularly relished some berries. (4) A variety of birds enlivened the woods.

APPARENTLY DROWNED, BUT NOT DEAD.

Stren'uous, earnest.
Liv'id, black and blue.
Cav'ity, a hollow.
Consec'utively, one after another.
Restora'tion, giving back.
Artifi'cial, caused by art.
Respira'tion, breathing.
Simulta'neously, at the same time.

A man falls into water, struggles for a few moments, and sinks. Strenuous efforts are made for his recovery, and finally the body is laid on the deck or shore. It is cold. The face is pale. The eyelids are livid, swollen, and partly open. The pupil, or dark spot in the centre of the colored part of the eye, is very large. Froth oozes from the mouth and nostrils. The chest is still; he does not breathe. A hand is placed over the heart just below the left breast; its beat is unfelt. Purple blotches are scattered here and there over the body and limbs.

With all these symptoms, so indicative of death, can that chest be made to rise and fall in the act of breathing again? Can anything be done that the heart-beat may be perceived once more? Is it possible that life can be restored to those who are apparently drowned?

These questions the following rules are intended to answer: —

Rule 1. — Loosen everything around the neck, turn the patient's face downward, raise the body several inches higher than the head, and retain it in this position long enough to count four slowly. This movement will enable the froth and water to escape from the throat, mouth, and nostrils, so that air may have free access to the lungs as soon as breathing commences.

Rule 2. — Place the patient on his back, with

the chest slightly elevated by a folded coat or other suitable object, and the head in a straight line with the body. This position is necessary for the practice of artificial breathing, described in Rule 4.

Rule 3. — Immediately behind and below the root or back part of the tongue is the entrance of the air-tube leading to the lungs. This entrance is guarded by a valve, which is closed when the tongue falls far back into the throat, and open when it is drawn forward. Hence the third rule: Draw the tongue forward, and retain it in this position. This organ being covered by the mucus of the mouth, is very slippery and cannot be easily held by the naked hand. The difficulty is readily overcome, however, by placing a cotton rag or handkerchief between it and the fingers.

Rule 4. — Practise artificial breathing. This can only be accomplished by imitating the natural movements of the chest. In order that air may enter the lungs, the chest cavity must be enlarged,

and in order that it may be expelled, the chest cavity must be diminished. Nature accomplishes these ends through the action of certain muscles which surround the chest. By art the same results may be effected, although not so perfectly, as follows: The operator stands astride the patient's hips, grasps the arms at the elbows, and raises them above the head, until they nearly meet. This movement expands the chest, and air enters the lungs.

Next, he brings the arms down by the side, and with both hands on the lower part of the chest and stomach, makes, by a quick motion, firm pressure toward the patient's back. This act diminishes the chest cavity, and consequently forces the air out of the lungs. This double movement is to be regularly repeated from twelve to fifteen times a minute.

RULE 5. — Without interfering with artificial respiration, remove all cold, wet clothing, and restore warmth to the body. Importance must be attached to this rule, and the greatest possible haste exercised in carrying it out, especially if the body has been long in the water. If practicable, while the body is being rescued from the water, make preparations for the application of heat, either by hot blankets, hot water, hot air, hot bottles, hot sand, hot salt, or any other method which the exigencies and circumstances of the case may suggest. Should it be necessary to convey the patient some distance, in order to secure the best facilities for the restoration of breathing and warmth, the body should first be well wrapped in dry, warm clothing — the bystanders, if necessary, sharing their garments for the purpose.

RULE 6. — Rub the whole body vigorously with the hand or with hot flannel. This process adds heat to the system, and aids in promoting respiration.

RULE 7. — Persevere. Be not discouraged by hours of apparent unsuccessful toil. Life may yet be saved.

RULE 8. — Avoid all confusion, but hasten, *hasten!* Every moment which passes unimproved is lost, and the hope of restoration dimmed, therefore *hasten!*

Remember that although these rules are placed in a certain consecutive order, it is not intended that this particular order must be strictly followed

in every case. Indeed, all the various processes require as far as possible to be commenced and carried on simultaneously. And the labor should be divided among reliable hands. One attends to the tongue; one to the artificial respiration; two or three to the friction of the body; several to the supply of warmth.

RULE 9. — Should the effort be crowned with success, place the patient in a warm bed, surrounded with plenty of fresh air, and as soon as he can swallow, give him hot milk, tea, or coffee. Under no circumstances, whatever, allow any fluids to be administered unless the patient can easily and certainly swallow. *J. W. McLaughlin, M. D.*

NOTE. Teachers are advised to illustrate the method of restoring persons suffocated by drowning or otherwise, by performing the actions described in the above rules, with the assistance of some of their pupils.

Explain in your own words the process of resuscitating those apparently drowned.

QUESTIONS. 1. Why should the body of a person taken out of the water in an insensible condition be held with the face downward at first? 2. Why should the tongue be held up when the patient is on his back? 3. What effect is produced by raising the arms? 4. What results from lowering the arms and pressing on the stomach? 5. Why should the patient be warmed? 6. Why should he be rubbed? 7. What does the air do when the space is made in the chest? 8. Why do we breathe?

EXERCISE. — Learn to write correctly from dictation, rule 8.

THE PEACOCK.

Brill'iant, very splendid.
Gor'geous, magnificent.
Resplend'ent, shining brilliantly.
Display', show off.
Append'age, addition.
Dis'sonant, harsh-sounding.
Extrav'agant, too wasteful and careless of money.
Banq'uets, feasts.

1. The peacock is one of the most beautiful of birds, its brilliant plumage having rendered it an object of admiration and wonder since the earliest times. The feathers which clothe the body of the male bird are magnificently colored, and the head carries a tuft of twenty-four upright feathers with golden-green tips; but its great beauty is its immense "train." 2. The feathers of the real tail are only seven or eight inches in length, but those of the train are very long, tinted with the most gorgeous shades, all the central ones having a resplendent eye-like spot. The peacock can raise its tail above its back and spread out the feathers just like a turkey, so as to display all the beauties

of this wonderful appendage. 3. It is a vain bird, very proud of its appearance, and always delighted to find spectators before whom it can strut about and expand its train. The female bird, or "peahen," on the other hand, is much more soberly dressed than her mate, and she has hardly any train at all. 4. The peacock thrives very well in North America, and also in Europe, but its real home is India. Here flocks of peacocks live in the woods, running about during the day upon the ground in search of the seeds and berries upon which they feed, and mounting into the highest trees at nightfall, for the purpose of roosting, secure from the attacks of beasts of prey. 5. They can run with considerable speed, but their flight is comparatively heavy and slow. The eggs, to the number of twenty or thirty, are laid in a shallow hole in the ground, and the female has to take great care to hide them from her unnatural husband, who has a bad habit of breaking them if he gets the chance.

6. In some parts of India, bands of peacocks, thirty or forty in number, are very common — covering the trees with brilliant green and gold and blue and velvety-black plumage, but also making the day hideous with their dissonant cries. They cannot rise easily on the wing, and, if hard pressed, they can only run. 7. Peacock-shooting in India is a very dangerous sport, as the peacock frequents places where the tiger is also found, and thus the hunter runs a bad chance of

becoming himself the game. But old hunters, who wish to attack the tiger, find peacocks very useful in letting them know of his presence, as they have a certain note of alarm — a number of quick grating cries to each other, when that beast of prey is near.

8. Peacocks were first brought into Europe from India by the celebrated conqueror Alexander the Great, who was so much delighted with their beauty that he made it a serious offence to kill them. The Romans, however, found out that they were good to eat; and, being an extravagant people, used to serve them up at their grand banquets, with the tail spread in wide and full splendor. At the present day it is seldom that the peacock is eaten in this part of the world, but is kept as an ornament in parks or gardens. 9. Its beauty is indeed almost its only recommendation as a domestic bird, for it often does a great deal of damage to cultivated plants, and its cry is of the most unpleasant and inharmonious kind. It sounds something like the united mewing of about a thousand cats; and the bird is said to utter this harsh scream upon the approach of rain, so that it serves to some extent as a guide to the weather.

SUMMARY.

1. The name of pea-fowl is given to a kind of "scratching bird," nearly related to the common fowl and the turkey. The male bird is called the peacock, and the female is called the pea-hen. 2. The habits of the peacock are like those of the scratching birds generally; that is to say, it lives principally upon the ground, and it feeds upon berries, buds of plants, and

seeds, which it scratches out of the earth with its feet. It is a quick runner, but an awkward flier.

QUESTIONS. — 1. How many feathers are in the head-tuft? 2. Tell me what you know about its tail and its train. 3. Where is its real home? 4. Where does it roost? 5. Why? 6. How many eggs does it lay? 7. How many go in one flock in India? 8. What is the danger in India to a sportsman who is shooting peacocks? 9. In what way is the bird useful to tiger-hunters? 10. Who brought the peacock first into Europe? 11. Tell me something to show that the bird was valued very highly. 12. In what way did the Romans esteem the bird? 13. What is the peacock's chief recommendation? 14. What is its least? 15. How is it a guide to the weather?

DICTATION. — Learn to write out:

The brilliant plumage of the peacock has made it an object of admiration since the earliest times.

EXERCISES. — 1. Learn to spell the following words:

Magnificently	Display	Hideous	Serious
Gorgeous	Prey	Dissonant	Extravagant
Resplendent	Comparatively	Dangerous	Banquets
Appendage	Unnatural	Conqueror	Cultivated

2. Point out all the nouns, adjectives, and verbs in sections 5 and 6.

3. Turn the following nouns into adjectives: *Beauty*, *wonder*, *magnificence*, *shade*, *centre*, *feather*, *night*, *habit*, *care*, *ornament*, *wing*, *extent*, *alarm*, *harmony*, *delight*, *offence*, *good*.

4. Make nouns out of the following adjectives and verbs: *Brilliant*, *admire*, *great*, *long*, *append*, *proud*, *appear*, *expand*, *sober*, *thrive*, *secure*, *fly*, *slow*, *shoot*, *sport*, *rise*, *hunt*, *present*, *conquer*, *good*, *eat*, *adorn*, *cultivate*.

5. Explain the following phrases: (1) Its brilliant plumage renders it an object of admiration. (2) The peacock displays all the beauties of this wonderful appendage. (3) The hunter runs a bad chance of becoming himself the game. (4) Peacocks used to be served at the grand banquets of the Romans. (5) The peacock serves to some extent as a guide to the weather.

STORM SONG.

Scudd'ing, driving fast.
Shrouds, ship's ropes.
Hatch'es, the boards that cover the hold.
Spars, ship's cross-yards and booms.
Surges, great waves.
Chart, map of sea, with track marked on it.

1. The clouds are scudding across the moon;
   A misty light is on the sea;
   The wind in the shrouds has a wintry tune,
   And the foam is flying free.

2. Brothers, a night of terror and gloom
   Speaks in the cloud and gathering roar:

Thank God, He has given us broad sea-room,
A thousand miles from shore.

3. Down with the hatches on those who sleep!
The wild and whistling deck have we;
Good watch, my brothers, to-night we'll keep,
While the tempest is on the sea!

4. Though the rigging shriek in his terrible grip,
And the naked spars be snapped away,
Lashed to the helm, we'll drive our ship
In the teeth of the whelming spray!

5. Hark! how the surges o'erleap the deck!
Hark! how the pitiless tempest raves!
Ah, daylight will look upon many a wreck
Drifting over the desert waves.

6. Yet, courage, brothers! we trust the wave,
With God above us, our guiding chart:
So, whether to harbor or ocean-grave,
Be it still with a cheery heart!

Bayard Taylor.

DICTATION. — Learn to write out the last verse.

EXERCISES. — 1. Learn to spell the following words:

Scudding	Whistling	Shriek	Pitiless
Terror	Tempest	Overleap	Harbor

2. Point out all the nouns, adjectives, and verbs in verses 5 and 6.

3. Make adjectives out of the following nouns: *Cloud, mist, wind, winter, night, terror, tempest, pity, wave, courage, guide, ocean, heart.*

TRUE GREATNESS.

Ostenta'tion, vain show.
Indispen'sable, really needful.
Pil'grimage, a journey.
Ines'timable, beyond price.
Tradi'tion, unwritten history.
Our earthly pilgrimage, life's journey.

1. Let us remember that greatness of action depends on two other kinds of greatness; on our appreciation of the greatness of the manner of doing what is good, and our appreciation of the greatness of the occasion when it can be done. The "grand style," the "great manner," — that is within our grasp, however distant it may seem.

2. It has been well said by an eminent French writer, that the true calling of a Christian is not to do extraordinary things, but to do ordinary things in an extraordinary way. The most trivial tasks can be accomplished in a noble, gentle, regal spirit, which overrides and puts aside all petty, paltry feelings, and which elevates all little things.

3. Whatever is affected, whatever is ostentatious, whatever is taken up from mere fashion, or party cry, that is small, vulgar, contemptible. Whatever springs from our own independent thought, whatever is modest, genuine, and transparent, whatever is deliberately pursued because it tends towards a grand result — that is noble, commanding, great.

4. Great men are rare; great ideas are borne in upon us we know not how or whence. But great deeds are within the reach of us all, and it should

be a never-ceasing aim of genuine education to encourage the admiration and appreciation, not merely of actions that are good and wise, but of actions high-minded, large-minded, which embrace a sphere not narrow but wide, not mean but lofty; actions magnificent in quality, in purpose, and in effect.

5. Every kindness done to others in our daily walk, every attempt to make others happy, every prejudice overcome, every truth more clearly perceived, every difficulty subdued, every sin left behind, every temptation trampled under foot, every step forward in the cause of good, is a step nearer to the life of Christ, through which only death can be really a gain to us.

6. Think how much yet remains to be done in the thirty, twenty — yes, even in the ten years, or perhaps in the one year, perhaps even in the one day, that yet may remain to us. Despise it not, neglect it not; cherish, enlarge, improve this vast, this inestimable gift, whilst it is granted to us with its endless opportunities, with its boundless capacities, with its glorious hopes, with its indispensable calls, with its immense results, with its rare chances of repentance, of improvement, even for the humblest and weakest among us.

7. How surely a young man who knows and does what is right will compel others, almost against their will, and almost without his consciousness, to know and to do it also. The persons disappear, but the good tradition remains; their good works

do follow them, either their own good works and words which outlive themselves, or those which they have inspired in their successors and survivors. The vision of a noble character, the glimpse of a new kind of virtue does not perish.

8. A thing of goodness, like a thing of beauty, "is a joy for ever." To admire what is admirable, to adore what is adorable, to follow what is noble, to remember any such examples that have crossed our earthly pilgrimage, that have brightened its darkness and cheered its dullness — this keeps alive before us the ideal of human nature and the essence of the Divine nature.

9. The good thoughts, the good deeds, the good memories of those who have been the salt and the light of the earth do not perish with their departure — they live on still; and those who have wrought them live in them. *Dean Stanley.*

EXERCISES. — 1. Learn to spell:

Appreciation	Trivial	Independent	Indispensable
Occasion	Ostentatious	Deliberate	Tradition.
Extraordinary	Contemptible	Capacities	Survivor.

2. Write a composition telling some of the ways in which every boy and girl may do truly great things.

THE LION AND THE SPANIEL.

Cease'lessly, without ever stopping.
Strait'ened, too narrow.
Gam'boled, played and frolicked.
Advanced', came up.
Pa'tron, friend who takes care of.
Restored', given back.
Declined' the risk, refused to take the risk.
Des'olate, lonely and sad.
Loath'ing, disgust and dislike.
Exhaust'ed, worn out.
Mel'ancholy, sadness.
Lan'guished, drooped and lost his strength.
Declined', his life faded away.
Reclined', leaned on.

1. Everybody was talking about the great lion and the little dog at the Tower,* and the friendship between them; so we made up our minds to go too.

The great cage in front was occupied by a beast, which was called the king's lion; and, while he ceaselessly walked up and down from end to end of his straitened dominions, he was attended by a small and very beautiful black spaniel, that frisked and

* In the beginning of this century a small menagerie of wild beasts was kept in the Tower of London.

jumped and gamboled about him. At one time it would pretend to snarl and bite at the lion; at another, the noble animal, with an air of fondness, would hold down his head, while the tiny creature licked his terrible chaps. 2. The keeper told us the story about them.

It was the custom for all who were unable or unwilling to pay their sixpence, to bring a dog or a cat as an offering to the beast in place of money to the keeper. Among others, a cruel lad had caught up this pretty black spaniel in the streets, and thrown it into the cage of the great lion. 3. The little animal trembled and shivered with fear, and threw itself on its back. It then put out its tongue, and held its paws, as if praying for mercy.

In the meantime, the lordly brute, instead of devouring it as usual, looked at it with an eye of cool curiosity. He turned it over with one paw, and then with the other; sniffed at it, and seemed desirous of courting a further acquaintance.

4. The keeper, on seeing this, brought a large mess of his own family dinner; but the lion kept aloof, and refused to eat, fixing his eye on the dog, and, as it were, inviting him to eat. At length the little animal's fears being somewhat abated, and his appetite quickened by the smell of the victuals, he approached slowly, and tremblingly ventured to eat. The lion then advanced gently and began to join him, and they finished their meal very lovingly together.

5. From this day the closest friendship began between them — a friendship of all possible affection and tenderness on the part of the lion, and of the utmost confidence and boldness on the part of the dog, insomuch that he would lie down to sleep within the paws and under the jaws of his terrible patron.

6. A gentleman who had lost the spaniel, and had advertised a reward of two guineas to the finder, at length heard of the adventure, and went to claim his dog. "You see, sir," said the keeper, "it would be a great pity to part such loving friends; however, if you insist upon your property being restored, you must be so good as to take him yourself: I would not try it myself for five hundred guineas." The gentleman of course declined the risk of a fight with the lion.

7. In about twelve months the little spaniel sickened and died, and left its loving protector the most desolate of creatures. For a time the lion appeared to believe that his pet was only asleep. He would keep smelling the body; then would stir it with his nose, and turn it over with his paws.

8. But finding that all his efforts to awake his pet were vain, he would walk along his cage from end to end at a swift and uneasy pace, then stop; then look down with a fixed and drooping gaze; then raise his head, and open his terrible throat, and utter a prolonged roar, as of distant thunder, for minutes together.

9. They tried to take away the carcass from him,

but they could not; he watched it constantly, and would allow no one to touch it. The keeper then tried to tempt him with different kinds of food, but he turned from all that was offered with loathing. They then put several living dogs into his cage, and these he instantly tore piecemeal, but left their bodies, untasted, on the floor.

10. In his terrible passion he would dart his claws into the boards and wrench away large splinters; and again grapple and shake the bars of his cage till they were nearly torn down. Again, quite exhausted, he would stretch himself by the remains of his friend, gather them in with his paws, and hug them. All this while he uttered under-roars of terrible melancholy for the loss of his little playfellow — the only friend, the only companion that he had upon earth.

11. For five days he thus languished, and gradually declined, always refusing to take any food, or to accept any comfort. At last, one morning, he was found dead, with his head lovingly reclined on the body of his little friend. They were both buried together, and over their grave the keeper and the keeper's family shed many sad tears.

QUESTIONS. — 1. Where were the lion and the spaniel to be seen? 2. Where is the Tower? 3. What was it usual to do when those who wished to see the lion could not pay sixpence? 4. When the spaniel was thrown into the cage, how did it behave? 5. What did the lion do to the dog? 6. When the keeper brought his dinner, what did he do? 7. Who finished the dinner? 8. How did the spaniel show his confidence in the lion? 9. What did the keeper say to the gentleman who came

to claim his dog? 10. How long after did the spaniel die? 11. How did the lion show he did not believe it was dead? 12. When he could not awake his friend, what did he do? 13. Did any one take away the carcass of the dog? 14. Why not? 15. What did the lion do to the dogs put into his cage? 16. How did he behave in his passion? 17. And after that? 18. How long did he languish? 19. How was he lying when he was found dead? 20. What had he died of? 21. Who wept over the graves of the spaniel and the lion?

EXERCISES. — 1. Learn to spell the following words:

Occupied	Gamboled	Approached
Straitened	Spaniel	Guineas
Dominions	Shivered	Piecemeal

2. Point out the nouns, adjectives, and verbs in paragraph 6.

3. Add adjectives to the following nouns: *Lion, spaniel, keeper, dinner, protector, melancholy.*

4. Add verbs to the following nouns: *Lion, spaniel, keeper, gentleman, friend, family.*

5. Explain the following sentences: (1) The great cage was occupied by a lion. (2) The lordly brute eyed it coolly. (3) The lion kept aloof. (4) The gentleman declined the risk.

THE LITTLE TESTAMENT.

Stealth'ily, slyly. | **Intox'icating**, making drunk.
Grog-shop, a saloon or tavern.

1. A gentleman once told me the following story concerning himself:

I was a terrible drunkard. I had nearly broken my poor wife's heart. We had one little girl. The poor little thing had to go about the streets in rags. 2. Some kind ladies gave her clothes so that she might go to school, but I sold them for drink. They gave her a little Testament. She was very fond of it, and liked to read it.

3. One day she fell ill. Her good friends sent a doctor, and he said she must die. They also sent her what comforts they could, and watched to see that I did not steal them to obtain liquor. 4. One day I went to her bedside. I was mad for drink. I had taken everything I could lay my hands on. I looked round the room. There was nothing left, nothing I could dispose of. Yet I must have drink. I would have sold my child; I would have sold myself for whiskey. 5. The little creature lay on the bed, with the Testament clasped in her hands, partly dozing. As I sat there she fell asleep, and the book slipped from her fingers. Stealthily looking around the room, I stretched out my shaking hand, seized the book, and hastily thrust it into my bosom. I soon sneaked out, and went to the grog-shop. 6. What took me back to my child I cannot tell, but I sat again by her side.

She still seemed to be sleeping; and I sat there for some time, when she opened her eyes slowly and saw me.

7. Reaching out her hand to touch mine, she said, "Papa, listen. I'm going to die, and when I die I shall go to Jesus; for he told little children to come to him. I learned that out of my Testament. Papa, suppose that when I go to heaven, Jesus should ask me what you did with my little Testament. Oh, papa! oh, papa! what shall I tell Him?"

8. It struck me like lightning. I sat for a few moments, and then fell down on my knees by the bedside of my child, crying, "God be merciful to me a sinner." 9. That whiskey was the last drop of intoxicating liquor that ever passed my lips. She died in a few days, with her hand in mine, and her last words to me were, "Papa, we shall both go to Jesus now."

John B. Gough.

NEW YEAR'S EVE.

1. Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light:
The year is dying in the night;
Ring out, wild bells, and let him die.

2. Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.

3. Ring out the grief that saps the mind,
For those that here we see no more;
Ring out the feud of rich and poor,
Ring in redress to all mankind.

4. Ring out a slowly dying cause
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

5. Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in.

6. Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

7. Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

Tennyson.

RIDDLES.

In'tellect, power of thinking.
Ingenu'ity, power of seeing a way through difficult questions.
In'tricate, involved, *or* with many branches and turnings.
Prob'lem, difficult question.
Decid'ed, made up one's mind.
Judg'ment, good sense.
Considera'tion, power of weighing and comparing.
Replies', answers.
Reflec'tion, power of looking justly at.
Disposed', inclined.

1. When young people get together round the fire on a winter's night, they are very fond of telling tales, and puzzling each other with riddles. When puzzles are good ones, they exercise intellect and ingenuity in a very pleasant manner. A friend of mine will have it that simple riddles are much better than those which are more intricate; for what is the use of asking a question, which not more than one in ten can find out? Nine out of ten must, in such a case, have more pain than pleasure. 2. Many of us may remember the riddles of our childish days. "Round the house, and round the house, and peeps through the keyhole," was one of the first of them, and happy was the little urchin who was able to solve the knotty problem. Then came "Black and white, and red (read) all over;" and after that followed, what has

been a standing dish ever since: "Which is the left side of a round plum-pudding?" We have all of us in our day been stuck fast by the inquiry, "Which is the heavier, a pound of lead, or a pound of feathers?" and we have all of us decided in favor of the former.

3. Some time ago I was at a house, where a young party had assembled; a comical stranger was introduced, who made much amusement among the young people by the odd questions he proposed; but, odd as the questions were, they all had a tendency to exercise the judgment of the little group, as well as to make them cheerful. 4. The first was: "If two hundred eggs be put to two hundred oranges, how many oranges will there be altogether?" "Four hundred!" cried out half a dozen voices at the same time; but after a little consideration, this answer was found out to be wrong, and a little boy with a little more judgment pointed out the mistake of his companions. 5. The next question was: "Which can travel faster — a man with only one sack of flour on his back, or a man with two sacks on his back?" Some said: "The man with one sack of flour, to be sure;" some were silent; and one, more cunning than the rest, said that the man with the two sacks must win; for that two sacks were lighter than one sack of flour. 6. The third question was: "If a joint of meat weighs twenty pounds when it has been roasted only one hour, what will it weigh when it has been roasted three hours?" Now the other

questions had made the young folks more cautious in their replies, and set them a-thinking, so that only one cried out: "Sixty pounds!" "I tell you what, my young friend," said the stranger to him, "I have a notion that you would make a capital cook, and, when I set up housekeeping, I shall think of you." 7. Another question was then put: "If twenty bushels of apples cost thirty shillings, what should be given for a wagon-load of paving-stones?" The young folks looked at each other, not being able to make head or tail of the question; for no one could see what the apples could have to do with the paving-stones. The next puzzle, however, was so comical, that they could think of nothing else for some time. 8. "A barrel of oysters," said the stranger, "a Turk's old turban, three pennyworth of stick liquorice, the British Museum, a pint and a half of filberts, a red-hot poker, an ounce of pigtail tobacco, a one-legged magpie, and an old pair of broken bellows, all may be expressed by three letters!" There was a great deal of laughing at the odd compound, and he who found out the secret pronounced it to be a capital puzzle, though many of the others thought differently. The three letters were I N K, for there are very few things that cannot be expressed by ink. I cannot remember all the questions put by the stranger; but the last was certainly one of the most comical that I ever heard proposed. 9. I thought at the time that it was asked only to call forth the ingenuity and reflection of the boys, and

that no correct answer could be given, and I am rather disposed to retain that opinion still. It was as follows:

Three good fat ducks, three hogs, three frogs,
  Three pints of English corn,
Three Polar bears, three hounds, three hares,
  A fox and a goose forlorn;
Three cats, three rats, three bits of cheese,
  Were all placed in one pen:
Now tell me, masters, if you please,
  How many came out again?

10. There was a general shout of mirth and astonishment at this question, and soon there were a dozen different opinions about it. One was aware that the rats might eat the cheese, and the cats eat the rats; another was certain that the poor goose would soon be killed and eaten by the fox, and that the ducks would gobble up the frogs in a twinkling. Then the hogs might not only eat the corn, but perhaps the ducks too; and many thought the Polar bears would eat them all. They laughed and talked for half an hour without coming to any regular decision, and thus ended as merry a meeting of young people as I can remember.

EXERCISES. — 1. Learn to spell the following words:

Ingenuity	Exercise	Replies	Retain
Urchin	Judgment	Liquorice	Twinkling
Tendency	Cautious	Differently	Decision

2. Point out the nouns, adjectives, and verbs in paragraph 9.

3. Add verbs to the following nouns: *Man, dog, frog, bear, fox, cat, rat, cheese.*

4. Make adjectives out of the following nouns: *Knot, lead, feather, flour, bear, hog, friend, favor, thought.*

5. Make nouns out of the following adjectives: *Black, fat, excellent, odd, hot, young, thoughtful, strange, different, merry.*

6. Make nouns out of the following verbs: *Laugh, look, answer, weigh, amuse, dispose, judge, remember, consider, arrive, reflect, decide, tend.*

7. Explain the following phrases: (1) No one could solve the knotty problem. (2) After consideration he spoke. (3) I never heard a more comical question proposed. (4) They talked for half an hour without coming to any regular decision.

THE LITTLE MATCH-GIRL.

Project'ing, jutting out in front of.
Benumbed', having lost all feeling
Transpar'ent, that can be seen through.
Dec'orated, ornamented.
Count'less, not to be numbered.
Ra'diance, bright light.
Consumed', used up and spent.

1. It was dreadfully cold; it snowed, and was beginning to grow dark, and it was the last night of the year, too — New-year's Eve. In this cold and darkness, a poor little girl was wandering about the streets with bare head and bare feet. She had slippers on when she left home, but what was the good of them? 2. They were very large old slippers of her mother's — so large that they fell off the little girl's feet as she hurried across the street to escape two carriages, which came galloping along at a great rate. The one slipper was not to be found, and a boy ran off with the other.

3. So the little girl wandered about barefooted, with a quantity of matches in an old apron, whilst she held a bundle of them in her hand. No one had bought any matches of her through the whole

livelong day — no one had given her a single farthing. Hungry, and pinched with cold, the poor little girl crept along, the large flakes of snow covering her yellow hair, which curled round her face; but it gave her no comfort to think of that.

4. In a corner between two houses, one projecting beyond the other, she sought shelter. Huddling herself up, she drew her poor little feet, which were red and blue with cold, under her as well as she could; but she was colder than ever, and dared not go home, for, as she had sold no matches, her cruel father would beat her. 5. Besides, it was cold at home, for they lived just under the roof, and the wind blew in, though straw and rags had been stuffed in the large cracks. Her little hands were quite benumbed with cold. Oh, how much good one match would do, if she dared but take it out of the bundle, draw it across the wall, and warm her fingers in the flame! 6. She drew one out — "Ritsh!" how it sputtered and burned! It burned with a warm, bright flame, like a candle, and she bent her hand round it: it was a wonderful light! It appeared to the little girl as if she were sitting before a large iron stove, in which the fire burned brightly, and gave out such comfort and such warmth. She stretched out her feet to warm them, too — but the flame went out, the stove disappeared, and there she sat with a little bit of the burnt-out match in her hand.

7. Another was lighted; it burned, and, where

the light fell upon the wall, that became transparent, so that she could see into the room. There the table was covered with a cloth of dazzling white, and with fine china; and a roast goose was smoking most temptingly upon it. 8. But what was still more delightful, the goose sprang down from the table, and with a knife and fork sticking in its back, waddled towards the little girl. Then the match went out, and she saw nothing but the thick, cold wall.

9. She lighted another; and now she was sitting under the most splendid Christmas-tree. It was larger and more beautifully decorated than the one she had seen at Christmas through the window at the rich merchant's. Hundreds of tapers were burning amongst the green branches, and painted pictures, such as she had seen in the shop-windows, looked down upon her. She stretched out both her hands, when the match was burnt out. 10. The countless lights rose higher and higher, and she now saw that they were the stars, one of which fell, leaving a long line of light in the sky.

"Some one is dying now," the little girl said; for her old grandmother, who alone had loved her, but who was now dead, had told her that when a star fell, a soul took its flight up to heaven.

11. She drew another match across the wall, and in the light it threw around stood her old grandmother, so bright, so mild, and so loving.

"Grandmother," the little girl cried, "Oh, take me with you! I know that you will disappear as

soon as the match is burnt out, just like the warm stove, the delicious roast goose, and the Christmas-tree!" 12. And hastily she lighted the rest of the matches that remained in the bundle, for she wished to keep her grandmother with her as long as possible; and the matches burned so brightly that it was lighter than day. Never before had her grandmother appeared so beautiful and so tall, and, taking the little girl in her arms, in radiance and joy they flew high, high up into the heavens, where she felt neither cold, nor hunger, nor fear, any more — for they were with God!

13. But, in the corner between the two houses, in the cold morning air, lay the little girl with pale cheeks and smiling lips. She was frozen to death

during the last night of the Old Year. The first light of the New Year shone upon the dead body of the little girl, sitting there with the matches, one bundle of which was nearly consumed. "She has been trying to warm herself," people said; but no one knew what visions she had had, or with what splendor she had entered with her grandmother into the joys of a New Year.

H. C. Andersen.

QUESTIONS. — 1. What kind of weather was it when the little match-girl was out? 2. What time of the year was it? 3. What had she on her feet? 4. How had she lost them? 5. What had she in her apron? 6. How many bundles of matches had she sold? 7. Where did she seek shelter? 8. How did she feel? 9. Why did she not go home? 10. Why else? 11. What did she do with one of the matches? 12. What did she think she saw? 13. When she lighted another, what did she see? 14. What did the roast goose do? 15. When she lighted another, what did she see? 16. When she lighted still another, whom did she see? 17. What did she do with the other matches in the bundle? 18. Why did she light so many? 19. Where did her grandmother take her? 20. What did the people passing by find next morning? 21. What did they say?

EXERCISES. — 1. Learn the spelling of the following words:

Beginning	Benumbed	Decorated
Galloping	Disappeared	Remained
Huddling	Beautifully	Radiance

2. Select the nouns, adjectives, and verbs from paragraph 10.

3. Add adjectives to the following nouns: *Girl, slippers, carriage, boy, apron, matches.*

4. Add verbs to the following nouns: *Girl, father, grandmother, wind, goose, match.*

5. Turn the following adjectives into nouns: *Dark, heavy, angry, good, long, great.*

6. Explain the following phrases: (1) It was New-Year's Eve. (2) The one house projected beyond the other. (3) Her hands were benumbed with cold. (4.) The Christmas-tree was beautifully decorated.

A NARROW ESCAPE.

Trag'ical, fatal or deadly.
August', to be highly reverenced (only applied to kings and emperors).
Commun'icated, told.
Rel'i-eff, (a trisyllable).
For'midable, to be greatly feared.
Maintained', kept up.
Urban'ity, civility.
Dol'orous, sad.
Assume,' put on.
Nat'uralized, taken under the laws and into the privileges of his new country.
Calum'niated, spoken ill of.
Knout, a heavy whip, under which sufferers have sometimes died.
Profound', deep.
Assass'inate, murder.
Renounce', give up.
Repair'ing, going.
Anal'ogy, likeness.
Per'emptory, requiring *immediate* execution.
Emphat'ic, full of stress.
Grav'ity, seriousness.
Vice (a Latin word), in the place of.

1. The death of the famous dog Sutherland — so named after the Englishman who had made a gift of him to the Empress Catherine II. of Russia — nearly caused a tragical mistake, in so far as it nearly cost the donor, a celebrated banker, his life. The occurrence took place at St. Petersburg.

2. One morning, at daybreak, Mr. Sutherland, the gentleman who had presented the dog to the Empress, and who was consequently a favorite with that august personage — was suddenly awakened by his man-servant.

"Sir," said the footman, "your house is surrounded with guards, and the chief of the police demands to speak to you."

3. "What does he want with me?" exclaimed the banker, as he leaped from his bed, somewhat startled by this announcement.

"I do not know, sir," answered the footman; "but it appears that it is a matter of the highest

importance, and that it can only be communicated to you personally."

"Show him in," said Mr. Sutherland, as he hastily donned his dressing-gown.

4. The footman closed the door, left, and returned some minutes afterwards with His Excellency Mr. Relieff, upon whose face the banker read at the first glance some formidable intelligence. The worthy banker, however, maintained his calmness, and welcoming the chief of police with his usual urbanity, presented him with a seat. 5. His Excellency, however, remained standing, and in a tone the most dolorous which it was possible to assume, said:

"Mr. Sutherland, believe me when I assure you that I am truly grieved to have been chosen by Her Majesty, my very gracious sovereign, to carry out an order, the severity of which afflicts me; but which has without doubt been provoked by some great crime."

6. "By some great crime, Your Excellency!" exclaimed the banker. "And who then has committed this crime?"

"You, doubtless, sir, since it is upon you that the punishment is to fall."

"Sir, I swear to you that I know not of any reproach with which to charge myself as a subject of our sovereign; for I am a naturalized Russian, as you must know."

"And it is precisely, sir, because you are a naturalized Russian that your position is terrible.

If you had remained a subject of His Britannic Majesty, you would have been able to call in the aid of the English consul, and escape thus perhaps the rigor of the order which I am, to my very great regret, charged to execute."

7. "Tell me then, Your Excellency, what is this order?"

"O sir, never shall I have the strength to make it known to you."

"Have I lost the good graces of Her Majesty?"

"Oh, if it were only that!"

"Is it a question to force me to leave at once for England?"

"O no; even that must not be."

8. "Sir! you terrify me. Have you, then, an order to send me to Siberia?"

"Siberia, sir, is a fine country, but it has been much calumniated. Besides, people return from it."

"Am I condemned to prison?"

"The prison is nothing. Prisoners come out of prison."

"Sir, sir!" cried the banker, more and more shaken with terror, "am I destined to the knout?"

"The knout is a punishment very grievous; but the knout does not kill."

"Miserable fate!" said Sutherland, terrified. "I see indeed that it is a matter of death."

9. "And what a death!" exclaimed the master of the police, whilst he solemnly raised his eyes with an expression of the most profound pity.

"How! what a death! Is it not enough to kill

me without trial, to assassinate me without cause? Catherine orders, yet"——

"Alas! yes, she orders"——

"Well, speak, sir! What does she order? I am a man; I have courage. Speak!"

"Alas! my dear sir, she orders —— If it had not been by herself that the command had been given, I declare to you, my dear Mr. Sutherland, that I would not have believed it."

"But you make me die a thousand times. Let me know, sir, what has she ordered you to do?"

"She has ordered me to have you STUFFED!"

10. The poor banker uttered a cry of distress; then looking the chief of police in the face, said: "But, Your Excellency, it is monstrous what you say to me; you must have lost your reason."

"No, sir; I have not lost my reason; but I shall certainly lose it during the operation."

"But how have you — you who have said you are my friend a hundred times — you, in short, to whom I have had the honor to render certain services — how have you, I say, received such an order without endeavoring to represent the barbarity of it to Her Majesty?"

11. "Alas! sir, I have done what I could, and certainly what no one would have dared to do in my place. I besought Her Majesty to renounce her design, or at least to charge another than myself with the execution of it; and that with tears in my eyes. But Her Majesty said to me with that voice which you know well, and which does

not admit of a reply: 'Go, sir, and do not forget that it is your duty to acquit yourself without a murmur of the commissions with which I charge you.'"

12. "And then!"

"Then," said the master of the police, "I lost no time in repairing to a very clever naturalist who stuffs animals for the Academy of Sciences; for, in short, since there was no alternative, I deemed it only proper, and out of respect for your feelings, that you should be stuffed in the best manner possible."

13. "And the wretch has consented?"

"He referred me to his colleague, who stuffs apes, and who has studied the analogy between the human species and the monkey tribe."

"Well?"

"Well, sir, he awaits you."

"How! he awaits me! But is the order so peremptory?"

"Not an instant must be lost, my dear sir; the order of Her Majesty does not admit of delay."

14. "Without granting me time to put my affairs in order? But it is impossible!"

"Alas! it is but too true, sir."

"But you will allow me first to write a letter to the Empress?"

"I know not if I ought; my instructions were very emphatic."

"Listen! It is a last favor, a favor which is not refused to the greatest culprit. I entreat it of you."

"But it is my situation which I risk."

"And it is my life which is at stake."

"Well, write; I permit it. However, I must inform you that I cannot leave you a single instant."

"Thanks, thanks. Pray, request one of your officers to come, that he may convey my letter."

15. The chief-of-police called a lieutenant of the Royal Guards, delivered to him the letter of poor Sutherland, and ordered him to bring back an answer to it immediately. Ten minutes afterwards, the lieutenant returned with an order to bring the banker, to the imperial palace. It was all that the sufferer desired.

16. A carriage stood at the gate. Mr. Sutherland entered it, and the lieutenant seated himself beside him. Five minutes afterwards they were at the palace, where Catherine waited. They introduced the condemned man to her presence, and found Her Majesty in convulsions of laughter.

17. It was for Sutherland now to believe her mad. He threw himself at her feet, and seizing her hand in his, exclaimed: "Mercy, madame! In the name of heaven, have mercy on me; or at the least tell me for what crime I have deserved a punishment so horrible."

"But, my dear Mr. Sutherland," replied Catherine with all the gravity she could command, "this matter does not concern you at all!"

"How, Your Majesty, is it not a matter concerning me? Then whom *does* it concern?"

18. "Why, the dog of course that you gave me. He died yesterday of indigestion. Then, in my grief at this loss, and in my very natural desire to preserve at least his skin, I ordered that goose Relieff to come to me, and said to him: 'Mr. Relieff, I have to request that you will have Sutherland immediately stuffed.' As he hesitated, I thought that he was ashamed of such a commission: whereupon I became angry and dismissed him on his errand."

19. "Well, madame," answered the banker, "you can boast that you have in the head of the police a faithful servant; but at another time, I earnestly entreat of you, explain better to him the orders which he receives."

The four-footed Sutherland was duly promoted to a glass case, *vice* the banker — relieved.

Alexander Dumas.

ZLOBANE.

Sup'ple, active, easily bent.
Assega'is, short spears.
Ser'ried, close, crowded.
Unblench'ing, steady.
Cres'cent, anything shaped like the new moon.
Sono'rous, loud-sounding.

1. As swayeth in the summer wind
The close and stalwart grain,
So moved the serried Zulu shields
That day on wild Zlobane;

2. The white shield of the husband,
Who hath twice need of life,
The black shield of the young chief,
Who hath not yet a wife.

3. Unrecking harm, the British lay,
Secure as if they slept,
While close on front and either flank
The live, black crescent crept.

4. Then burst their wild and frightful cry,
Upon the British ears.
With whirr of bullets, glare of shields,
And flash of Zulu spears.

5. Uprose the British; in the shock
Reeled but an instant; then
Shoulder to shoulder, faced the foe,
And met their doom like men.

6. But one was there whose heart was torn,
In a more awful strife;

"FATHER, I'LL DIE WITH YOU."

He had the soldier's steady nerve,
And calm disdain of life;

7. Yet now, half turning from the fray,
Knee smiting against knee,
He scanned the hills, if yet were left
An open way to flee.

8. Not for himself. His little son,
Scarce thirteen summers born,
With hair that shone upon his brows
Like tassels of the corn,

9. And lips yet curled in that sweet pout
Shaped by the mother's breast,
Stood by his side, and silently
To his brave father pressed.

10. The horse stood nigh; the father kissed,
And tossed the boy astride.
"Farewell!" he cried, "and for thy life,
That way, my darling, ride!"

11. Scarce touched the saddle ere the boy
Leaped lightly to the ground,
And smote the horse upon its flank,
That with a quivering bound

12. It sprang and galloped for the hills,
With one sonorous neigh;
The fire flashed where its spurning feet
Clanged o'er the stony way.

13. "Father, I'll die with you!" The sire
As this he saw and heard,

Turned, and stood breathless in the joy
And pang that knows no word.

14. Once, each, as do long knitted friends,
Upon the other smiled,
And then — he had but time to give
A weapon to the child

15. Ere, leaping o'er the British dead,
The supple Zulus drew
The cruel assegais, and first
The younger hero slew.

16. Still grew the father's heart, his eye
Bright with unflickering flame:
Five Zulus bit the dust in death
By his unblenching aim.

17. Then, covered with uncounted wounds,
He sank beside his child,
And they who found them say, in death
Each on the other smiled.

NOTES. 1. The Zulus are a tribe in South Africa with whom the British were at war in 1879. They surprised and defeated the British soldiers on several occasions.

2. Married Zulus carry white shields, and those who are single carry black ones.

3. *Zlobane* is the name of the mountain which was taken by storm from the Zulus by the British forces on the morning of the 28th of March, 1879. On the top of this mountain the victorious English troops lay down to rest, and were surprised and surrounded by the Zulus. Of the whole British corps only one captain and six men escaped. Colonel Weatherly tried to induce his little son, only twelve years of age, to escape on horseback. He leaped from the horse, exclaiming, "Father, I'll die with you."

EXERCISE. — Write this story in prose.

JACQUES CARTIER.

CANADA'S PROGRESS.

Confedera'tion, states or provinces united.
Col'ony, a country dependent on its motherland.
Untill'ed, not cultivated.
Persist'ent, constant.
Mar'itime, relating to the sea.

1. Till the year 1535 no white man had sailed up the St. Lawrence river. The whole of the vast country now called the Dominion of Canada was inhabited by Indians, who were divided into three tribes, the Algonquins, the Hurons, and the Iroquois. 2. They were all savages, whose chief occupations were war and hunting. The whole

country from ocean to ocean, and from the great lakes northward, was an untilled wilderness, chiefly covered with trackless forests. 3. Cartier ascended the river as far as Montreal, but for about seventy years the French made no settlements in Canada. It is doubtful whether they ever would have planted any permanent colony in the country but for the persistent energy of one man, Samuel Champlain.

SAMUEL CHAMPLAIN.

4. For nearly thirty years he devoted himself to exploring the new territory, and founding trading-posts at the most suitable places. He founded, among other places, Quebec and Annapolis (Port Royal). 5. Even when the country was taken from him by the English in 1629, he remained

true to its interests. The French king would not have asked for its return, had it not been for the eloquent and persistent pleading of Champlain.

6. The French king allowed a company of merchants to take control of the country until 1663, when he took charge of it himself. The country at this time was divided into two parts, Acadie and Quebec. 7. Acadie was the name given to Nova Scotia and the neighboring territory; Quebec included the present province of that name, together with Ontario and a part of the United States. Acadie passed into the hands of the British just fifty years after the French king took direct control of it, and the rest of Canada was given up exactly fifty years later. The country has remained a British colony from 1763 to the present time.

8. During the French period the country made little true progress. Nearly one hundred and sixty years had passed from the time Champlain began his work of settlement until the British took possession, yet the entire population at the close of the French period only amounted to ninety thousand, or about the same as the present (1881) population of the city of Toronto alone.

9. During most of the French period the colonists were disturbed by wars with the Indians, and with the English settlers to the south of them. Indeed but for the timely arrival of the brave Frontenac, the Indians at one time would have driven the French entirely out of Canada.

10. The progress made under the British has been remarkable. In a little over one hundred years, the vast wilderness has become a united confederation stretching from the Atlantic to the Pacific; the government of the country has been settled on a firm basis that gives to every subject the fullest degree of liberty and security; religious freedom has been granted to every subject; an educational system has been established which is unsurpassed in any land; the population has increased to nearly five millions; and her commerce has grown with such marvellous rapidity that Canada is to-day fifth in the list of nations as a maritime power.

11. Every one in Canada, whether it be his native or his adopted country, may well be proud of the land in which he lives. The emblems of his nation, the maple leaf and the beaver, should always be dear to him, and remind him of the many duties he owes to the country which he calls his own. Canadian boys and girls, be their position high or humble, should aim to make their country better and more prosperous. With loyal sons and daughters, with a high standard for public and private morals, and with superior educational advantages free to all, the Dominion must have a brilliant future.

QUESTIONS.—1. Who first sailed up the St. Lawrence? 2. When? 3. Who may be regarded as the real founder of Canada? 4. When did the British obtain control of Acadie? of Quebec? 5. What was the entire population of Canada at the close of the French period? 6. What is it now? 7. What are the national emblems of Canada?

EXERCISES. — 1. Learn to spell the following words:

Inhabited	Occupations	Territory	Security
Savages	Wilderness	Suitable	Religious
Dominion	Permanent	Confederation	Maritime
Prosperous	Superior	Advantages	Brilliant

2. Write from dictation:

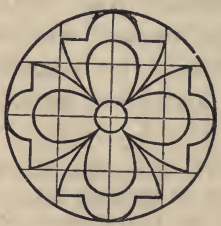
An educational system has been established which is unsurpassed in any land; the population has increased to nearly five millions; and her commerce has grown with such marvellous rapidity that Canada is to-day fifth in the list of nations as a maritime power.

3. Point out the nouns, adjectives, and verbs in sections 6, 7, and 8.

4. Make nouns from the following adjectives and verbs: *Brilliant, vast, chief, trackless, permanent, persistent, devoted, founded, remained, united, settled, maritime, remind, prosperous.*

5. Write sentences about *war, hunting, Champlain, wilderness.*

6. Draw the following figure according to the instructions in "A Drawing Lesson," page 73:



EXCELSIOR.

1. THE shades of night were falling fast,
As through an Alpine village passed
A youth, who bore, 'mid snow and ice,
A banner with the strange device,
Excelsior!

2. His brow was sad; his eye beneath,
Flashed like a falchion from its sheath,
And like a silver clarion rung
The accents of that unknown tongue,
Excelsior!

3. In happy homes he saw the light
Of household fires gleam warm and bright;
Above, the spectral glaciers shone,
And from his lips escaped a groan,
Excelsior!

4. "Try not the pass!" the old man said;
"Dark lowers the tempest overhead,
The roaring torrent is deep and wide!"
And loud that clarion voice replied,
Excelsior!

5. "O stay," the maiden said, "and rest
Thy weary head upon this breast!"
A tear stood in his bright blue eye,
But still he answered with a sigh,
Excelsior!

6. "Beware the pine-tree's withered branch!
Beware the awful avalanche!"
This was the peasant's last good-night,
A voice replied, far up the height,
Excelsior!

7. At break of day, as heavenward
The pious monks of Saint Bernard
Uttered the oft-repeated prayer,
A voice cried through the startled air,
Excelsior!

8. A traveller, by the faithful hound,
Half-buried in the snow was found,

Still grasping in his hand of ice
That banner with the strange device,
Excelsior!

9. There in the twilight cold and gray,
Lifeless, but beautiful, he lay,
And from the sky, serene and far,
A voice fell, like a falling star,
Excelsior! *Longfellow.*

THE DEATH OF WOLFE.

1. The eventful night of the twelfth was clear and calm, with no light but that of the stars. Within two hours before daybreak, thirty boats,

crowded with sixteen hundred soldiers, cast off from the vessels, and floated downward, in perfect order, with the current of the ebb tide. To the boundless joy of the army, Wolfe's malady had abated, and he was able to command in person. His ruined health, the gloomy prospects of the siege, and the disaster at Montmorenci, had oppressed him with the deepest melancholy, but never impaired for a moment the promptness of his decisions, or the impetuous energy of his action.

2. He sat in the stern of one of the boats, pale and weak, but borne up to a calm height of resolution. Every order had been given, every arrangement made, and it only remained to face the issue. The ebbing tide sufficed to bear the boats along, and nothing broke the silence of the night but the gurgling of the river, and the low voice of Wolfe, as he repeated to the officers about him the stanzas of Gray's "Elegy in a Country Churchyard," which had recently appeared, and which he had just received from England.

3. Perhaps as he uttered those strangely appropriate words, —

"The paths of glory lead but to the grave,"

the shadows of his own approaching fate stole with mournful prophecy across his mind. "Gentlemen," he said, as he closed his recital, "I would rather have written those lines than take Quebec tomorrow."

4. As they approached the landing-place, the

boats edged closer in towards the northern shore, and the woody precipices rose high on their left, like a wall of undistinguished blackness.

"*Qui vive?*" shouted a French sentinel, from out the impervious gloom.

"*La France!*" answered a captain of Fraser's Highlanders, from the foremost boat.

5. As boats were frequently passing down the river with supplies for the garrison, and as a convoy from Bougainville was expected that very night, the sentinel was deceived, and allowed the English to proceed.

A few moments after, they were challenged again, and this time they could discern the soldier running close down to the water's edge, as if all his suspicions were aroused; but the skilful replies of the Highlander once more saved the party from discovery.

6. They reached the landing-place in safety, — an indentation in the shore, about a league above the city, and now bearing the name of Wolfe's Cove. Here a narrow path led up the face of the heights, and a French guard was posted at the top to defend the pass. By the force of the current, the foremost boats, including that which carried Wolfe himself, were borne a little below the spot. The general was one of the first on shore. He looked upward at the rugged heights which towered above him in the gloom. "You can try it," he coolly observed to an officer near him; "but I don't think you'll get up."

7. At the point where the Highlanders landed, one of their captains, Donald Macdonald, apparently the same whose presence of mind had just saved the enterprise from ruin, was climbing in advance of his men, when he was challenged by a sentinel. He replied in French, by declaring that he had been sent to relieve the guard, and ordering the soldier to withdraw. Before the latter was undeceived, a crowd of Highlanders were close at hand, while the steeps below were thronged with eager climbers, dragging themselves up by trees, roots, and bushes. 8. The guard turned out, and made a brief, though brave resistance. In a moment, they were cut to pieces, dispersed, or made prisoners; while men after men came swarming up the height, and quickly formed upon the plains above. Meanwhile, the vessels had dropped downward with the current, and anchored opposite the landing-place. The remaining troops were disembarked, and, with the dawn of day, the whole were brought in safety to the shore.

9. The sun rose, and, from the ramparts of Quebec, the astonished people saw the Plains of Abraham glittering with arms, and the dark-red lines of the English forming in array of battle. Breathless messengers had borne the evil tidings to Montcalm, and, far and near, his wide-extended camp resounded with the rolling of alarm-drums and the din of startled preparation. 10. He, too, had had his struggles and his sorrows. The civil power had thwarted him; famine, discontent, and

disaffection were rife among his soldiers; and no small portion of the Canadian militia had dispersed from sheer starvation. In spite of all, he had trusted to hold out till the winter frosts should drive the invaders from before the town; when, on that disastrous morning, the news of their successful temerity fell like a cannon-shot upon his ear. Still he assumed a tone of confidence. "They have got to the weak side of us at last," he is reported to have said, "and we must crush them with our numbers." 11. With headlong haste, his troops were pouring over the bridge of the St. Charles, and gathering in heavy masses under the western ramparts of the town. Could numbers give assurance of success, their triumph would have been secure; for five French battalions and the armed colonial peasantry amounted in all to more than seven thousand five hundred men. Full in sight before them stretched the long, thin lines of the British forces, — the Highlanders, the steady soldiery of England, and the hardy levies of the provinces, — less than five thousand in number, but all inured to battle, and strong in the full assurance of success.

12. It was nine o'clock, and the adverse armies stood motionless, each gazing on the other. The clouds hung low, and, at intervals, warm light showers descended, besprinkling both alike. The coppice and cornfields in front of the British troops were filled with French sharpshooters, who kept up a distant, spattering fire. Here and there a

soldier fell in the ranks, and the gap was filled in silence.

13. At a little before ten, the British could see that Montcalm was preparing to advance, and, in a few moments, all his troops appeared in rapid motion. They came on in three divisions, shouting after the manner of their nation, and firing heavily as soon as they came within range. In the British ranks not a trigger was pulled, not a soldier stirred; and their ominous composure seemed to damp the spirits of the assailants. It was not till the French were within forty yards that the fatal word was given, and the British muskets blazed forth at once in one crashing explosion. 14. Like a ship at full career, arrested with sudden ruin on a sunken rock, the ranks of Montcalm staggered, shivered, and broke before that wasting storm of lead. The smoke, rolling along the field, for a moment shut out the view; but when the white wreaths were scattered on the wind, a wretched spectacle was disclosed; men and officers tumbled in heaps, battalions resolved into a mob, order and obedience gone; and when the British muskets were levelled for a second volley, the masses of the militia were seen to cower and shrink with uncontrollable panic. 15. For a few minutes, the French regulars stood their ground, returning a sharp and not ineffectual fire. But now, echoing cheer on cheer, redoubling volley on volley, trampling the dying and the dead, and driving the fugitives in crowds, the British troops advanced and swept the

field before them. The ardor of the men burst all restraint. They broke into a run, and with unsparing slaughter chased the flying multitude to the gates of Quebec. Foremost of all, the light-footed Highlanders dashed along in furious pursuit, hewing down the Frenchmen with their broadswords, and slaying many in the very ditch of the fortifications. Never was victory more quick or more decisive.

16. In the short action and pursuit, the French lost fifteen hundred men, killed, wounded, and taken. Of the remainder, some escaped within the city, and others fled across the St. Charles to rejoin their comrades who had been left to guard the camp. The pursuers were recalled by sound of trumpet; the broken ranks were formed afresh, and the English troops withdrawn beyond reach of the cannon of Quebec. Bougainville, with his corps, arrived from the upper country, and hovering about their rear, threatened an attack; but when he saw what greeting was prepared for him, he abandoned his purpose and withdrew.

17. Townshend and Murray, the only general officers who remained unhurt, passed to the head of every regiment in turn, and thanked the soldiers for the bravery they had shown; yet the triumph of the victors was mingled with sadness, as the tidings went from rank to rank that Wolfe had fallen.

18. In the heat of the action, as he advanced at the head of the grenadiers of Louisburg, a bullet shattered his wrist; but he wrapped his handker-

chief about the wound, and showed no sign of pain. A moment more, and a ball pierced his side. Still he pressed forward, waving his sword and cheering his soldiers to the attack, when a third shot lodged deep within his breast. He paused, reeled, and, staggering to one side, fell to the earth. 19. Brown, a lieutenant of the grenadiers, Henderson, a volunteer, an officer of artillery, and a private soldier, raised him together in their arms, and, bearing him to the rear, laid him softly on the grass. They asked if he would have a surgeon; but he shook his head, and answered that all was over with him. His eyes closed with the torpor of approaching death, and those around sustained his fainting form. Yet they could not withhold their gaze from the wild turmoil before them, and the charging ranks of their companions rushing through fire and smoke. 20. "See how they run," one of the officers exclaimed, as the French fled in confusion before the levelled bayonets. "Who run?" demanded Wolfe, opening his eyes like a man aroused from sleep. "The enemy, sir," was the reply; "they give way everywhere." "Then," said the dying general, "tell Colonel Burton to march Webb's regiment down to Charles River, to cut off their retreat from the bridge. Now, God be praised, I will die in peace," he murmured; and, turning on his side, he calmly breathed his last.

21. Almost at the same moment fell his great adversary, Montcalm, as he strove, with vain bravery, to rally his shattered ranks. Struck down

with a mortal wound, he was placed upon a litter, and borne to the General Hospital on the banks of the St. Charles. The surgeons told him that he could not recover. "I am glad of it," was his calm reply. He then asked how long he might survive, and was told that he had not many hours remaining. "So much the better," he said; "I am happy that I shall not live to see the surrender of Quebec." 22. Officers from the garrison came to his bedside to ask his orders and instructions. "I will give no more orders," replied the defeated soldier; "I have much business that must be attended to, of greater moment than your ruined garrison and this wretched country. My time is very short; therefore, pray leave me."

23. The victorious army encamped before Quebec, and pushed their preparations for the siege with zealous energy; but before a single gun was brought to bear, the white flag was hung out, and the garrison surrendered. On the eighteenth of September, 1759, the rock-built citadel of Canada passed for ever from the hands of its ancient masters. *Parkman.*

QUESTIONS. — 1. Who commanded the British at the capture of Quebec in 1759? 2. Who commanded the French? 3. What was the fate of both commanders? 4. From what side did the British attack Quebec? 5. What name is given to the heights on which the battle was fought? 6. What poem did Wolfe recite while floating down the river? 7. How often was Wolfe shot in the engagement? 8. Did the French ever retake Quebec? 9. What were Wolfe's dying words? 10. What is meant by "hanging out the white flag?"

THE THREE COPECKS.

Benedic'tion, a blessing.
Or'phaned, without parents.
Ver'ger, a church officer.
Alms, gifts for the poor.
Cal'low, without feathers.
Des'olate, lonely.

1. Crouched low in a sordid chamber,
With a cupboard of empty shelves,—
Half starved, and, alas! unable,
To comfort or help themselves,

2. Two children were left forsaken,
All orphaned of mortal care;
But with spirits too close to Heaven
To be tainted by Earth's despair,—

3. Alone in that crowded city,
Which shines like an Arctic star,
By the banks of the frozen Neva,
In the realm of the mighty Czar.

4. Now, Max was an urchin of seven;
But his delicate sister, Leeze,
With the crown of her rippling ringlets,
Could scarcely have reached your knees!

5. As he looked on his sister weeping,
And tortured by hunger's smart,
A thought like an angel entered
At the door of his open heart.

6. He wrote on a fragment of paper,
With quivering hand and soul,
"*Please send to me, Christ! three copecks,*
To purchase for Leeze a roll!"

7. Then, rushed to a church, his missive
To drop, — ere the vesper psalms, —
As the surest mail bound Christward, —
In the unlocked box for alms!

8. While he stood upon tiptoe to reach it,
One passed from the priestly band,
And with smile like a benediction
Took the note from his eager hand.

9. Having read it, the good man's bosom
Grew warm with a holy joy:
"Ah! Christ may have heard you already, —
Will you come to my house, my boy?"

20. "But not without Leeze?" "No, surely,
We'll have a rare party of three;
Go tell her that somebody's waiting
To welcome her home to tea." . . .

11. That night in the cosiest cottage,
The orphans were safe at rest,
Each snug as a callow birdling
In the depths of its downy nest.

12. And the next Lord's day, in his pulpit,
The preacher so spake of these
Stray lambs from the fold, which Jesus
Had blessed by the sacred seas; —

13. So recounted their guileless story,
As he held each child by the hand,
That the hardest there could feel it,
And the dullest could understand.

14. O'er the eyes of the listening fathers
There floated a gracious mist;
And oh, how the tender mothers
Those desolate darlings kissed!

15. "You have given your tears," said the preacher, —
"Heart-alms we should none despise; —
But the open palm, my children,
Is more than the weeping eyes!"

16. Then followed a swift collection,
From the altar steps to the door,
Till the sum of two thousand roubles
The vergers had counted o'er.

17. So you see that the unmailed letter
Had somehow gone to its goal,
And more than three copecks gathered
To purchase for Leeze a roll!

Paul H. Hayne.

NOTE. — The copeck is a Russian coin worth about a cent.

EXERCISES. — 1. Write this story in prose.

2. Learn to spell:

Crouched	Orphaned	Czar	Quivering
Listening	Gracious	Desolate	Collection

CANADA UNDER THE BRITISH.

Allied', joined with.
Skir'mish, a slight battle.
Fron'tier, the border of a country.
Surren'der, to yield.
Mil'itary law, law in a conquered country before a regular governor is appointed.

1. The boys and girls who live in Canada to-day can scarcely realize that she has ever been at war. They must learn, however, that to purchase the privileges they now enjoy cost their forefathers a great amount of hardship and toil, and, in some cases, the shedding of their blood in defence of their country. 2. First there was trouble with the Indians. Those who had been allied with the French did not like to submit to the English. One great chief, Pontiac, laid a plan to drive out the English altogether. He took several forts from them, but was defeated in the end. 3. It was during Pontiac's war that Michilimackinac was captured by the Indians. They pretended to play a game of lacrosse for the amusement of the white people, and during the game one of them threw the ball into the fort, and they all rushed in after it, and took possession of the place.

4. Then there have been two wars with the United States. These wars were really between

England and the United States, but Canada was made to suffer by them. When the Americans revolted from England they thought the Canadians would join them. In this they were greatly mistaken, although most of the Canadians at that time were French. They then sent an army under General Montgomery to take possession of Canada, but he was killed and his army defeated at Quebec. 5. In 1812 the people in the United States had a foolish quarrel with the English. The British claimed the right to search foreign vessels for sailors who had deserted. The Americans did not like it, but the differences might have been settled without going to war. One party in Congress was determined to fight, however, and war was declared. 6. Many people in New England and New York State thought it was a very wrong thing to invade Canada, but the attempt was made. Three armies were sent, one by Detroit, one by Niagara, and one by Montreal. The people of Canada were truly loyal. Men rushed from all points to defend their country. General Brock captured the entire army of the west at Detroit, and defeated that of the centre at Queenston Heights, where he was killed in the action. In the east the Americans retired after a skirmish at Rouse's Point. 7. In 1813 the general plan of attack was similar to that of 1812. In the west the British were defeated at Moravian Town on the Thames. It was here that Tecumseh, the noted Indian chief, was killed. In the centre the Amer-

icans took Fort George (Niagara) and Fort York (Toronto), but were defeated at Stony Creek, near Hamilton, and Beaver Dams, near Thorold. 8. In the east two armies were sent against Montreal, one by the St. Lawrence, and one by Lake Champlain. Both were defeated by small bands of brave Canadians, the former at Chrysler's Farm, and the latter at Chateauguay. 9. The war continued in 1814. Again they sent an army against Montreal, and again it retreated after a slight skirmish at La Colle Mill. On the Niagara frontier two battles were fought, one at Chippewa, and one at Lundy's Lane. The British were defeated in the first, the Americans hastily retreated after the latter. Other battles were fought during the war, but not in Canada. 10. The rebellion of 1837 caused considerable trouble for a time. There were objections to the way in which the country was governed, and some of the leading men had tried for a long time to have the grievances removed, but without success. They finally resorted to force to secure what they regarded as their rights. 11. There was some skirmishing near Montreal and Toronto, but the rebellion was soon over. Mackenzie was the leader in Upper Canada. Most men now agree that Mackenzie and his friends were seeking only what was just and right, but he was wrong in not waiting for the accomplishment of his purposes by other means. Right is sure to triumph in good time, and it was only a few years

after the rebellion that the changes he wished for were made.

12. Several changes have been made in the government of the country during the British period. After the capture of Quebec, in 1759, by Wolfe, and the surrender of Montreal in the following year, the country was ruled by military law until it was formally given up to the British in 1763. 13. On taking possession the English found that their laws were not all suitable for the French, so in 1774 they passed the "Quebec Act," which restored most of the French laws, and removed religious and social restrictions from the French inhabitants. This pleased the French greatly, but was strongly objected to by the English colonists. 14. The number of the latter was soon largely increased by loyal Englishmen who came from the United States rather than live there after that country had become independent of Great Britain. Under these circumstances the English Parliament thought it best to divide the country into two parts, one for the English and one for the French, so in 1791 they formed Upper and Lower Canada, now Ontario and Quebec. 15. For exactly fifty years they remained separate. They were re-united in 1841, and at the same time they received by the "Union Act" the privilege of responsible government. Members of the government must now be members of parliament, and they cannot remain in office unless they are supported by the majority of the representatives of the people. 16. In 1867, a

still wider union was brought about by the "Act of Confederation." This formed the Dominion of Canada by uniting Ontario, Quebec, New Brunswick, and Nova Scotia. Since then three other provinces have been added to the Dominion: Prince Edward Island, British Columbia, and Manitoba, so that Canada now extends from the Pacific to the Atlantic, and from the Great Lakes to the Arctic Ocean.

QUESTIONS. — 1. What Indian chief tried to drive the British from Canada? 2. How many times has Canada been at war with the United States? 3. What caused these wars? 4. What caused the Rebellion of 1837? 5. Who led it in Upper Canada? 6. When was Upper Canada first formed as a province? 7. When were Upper and Lower Canada united? 8. When did Confederation take place? 9. What four provinces first formed the Dominion? 10. What three afterwards entered?

EXERCISES. — 1. Sketch a map of the Dominion, marking the capital of each province.

2. Write a brief account of the war in 1812, 1813, and 1814.

3. Name the Governor General of Canada, the Governor of your own province, and the head of the Dominion Government.

THE DEATH OF BROCK.

1. Two of the grandest rivers in the world flow past the Canadian shore. On the bank of each there rises a monument to tell to future ages that a noble man gallantly gave his life for England and for Canada. In 1759, Wolfe died, planting the "Union Jack" as the banner of our country; in 1812 Brock fell while driving back invaders who came to tear it down.

2. Brock had hastened from Detroit, where, with thirteen hundred men, he had not only driven out the invading army of the west, but had actually forced General Hull and his two thousand five hundred men to surrender. The Americans had an army of six thousand men along the Niagara, between Buffalo and Fort Niagara. Brock had only fifteen hundred men to defend the frontier from Niagara town to Fort Erie.

3. At length the Americans crossed the river at Queenston, both below and above the Heights.

The small British force in possession of them was soon dislodged after a brave defence, and the invaders felt sure that they had secured a strong foothold. 4. Brock heard the cannonading while at Niagara, seven miles away, and at once galloped to the scene of action. Finding the Americans on the Heights he promptly decided that they must be driven out of their position without loss of time. He rallied the few men who had been stationed on the Heights, consisting of part of the 49th regiment and some militia, and placing himself at their head he pressed forward up the hill in the face of a heavy fire. 5. He was in the act of cheering on the brave volunteers from York, when he was shot in the breast and fell mortally wounded. "Push on! Don't mind me!" were the hero's words as he fell. He dictated a brief letter to his sister, and died in a few minutes.

6. The attack on the Heights was for a time repulsed, but General Sheaffe soon arrived with reinforcements, and, with a total of only nine hundred men, drove the Americans from the stronghold which they had secured in the morning.

7. The Indians chased the flying soldiers, and many of them, terrified by the war whoop of the red men, rushed wildly over the precipice at the river's edge, and were torn to pieces on the trees, or mangled by the rocks.

[NOTE. — The engraving in this lesson is a picture of Brock's monument on the banks of the Niagara River.]

WORDS OFTEN MISPRONOUNCED.

SOUNDS OF THE MARKED LETTERS.

ă as in arm	ē as in eat	Ĭ as in ill	ū as in use
ā " ale	ĕ " end	ō " old	ŭ " up
ä " and	ī " ice	ŏ " on	o͞o " ooze

abdomen, ăb do′men, *not* ab′do-men.
accent (*verb*), ak-sent′, *not* ak′sent.
across, a-kros′, *not* a-krawst′.
adult, a-dult′, *not* ad′ult.
agile, aj′īl, *not* aj′il, *nor* ā′jil.
alien, al′yen, *not* ā′lĭ-en.
allies (*noun and verb*), al-liz′, *not* al′liz.
almond, ä′mund, *not* al′mund.
alpaca, al-pak′a, *not* al-ă-pak′a.
altercate, ăl′-ter-kat, *not* awl′ter-kāt.
always, awl′wāz, *not* awl′wuz, *nor* ŏl′wuz.
and, and, *not* an.
anxiety, angz-i′e-tĭ, *not* anks-i′e-tĭ.
apostle, a-pos′l, *not* a-pos′tl, *nor* a-paws′l.
apprentice, ap-pren′tis, *not* ap-prin′tis.
aqueduct, ak′we-dukt, *not* āk′-we-dukt.
arctic, ark′tik, *not* ar′tik.
armada, ar-mā′da, *not* ar-mä′da.
Asia, a′shĭ-a, *not* a′zhe-a.
asked, askt, *not* ast.
athenæum, ath-e-ne′um, *not* a-the′-ne-um.
attacked, at′takt, *not* at-tak′ted.
audience, au′dĭ-ence, *not* aw′jĭ-ence.
auxiliary, awgz-il′ya-rĭ, *not* awgz-il′ĭ-a-rĭ.
awkward, awk′ward, *not* ork′ard.
because, be-kawz′, *not* be-kŭz′.
bedstead, bed′sted, *not* bed′stid.
Beelzebub, be-el′ze-bub, *not* bel′-ze-bub.
believe, be-lēv′, *not* blēv.
bellows, bel′lus, *not* bĕl-lōz.
beloved (*adj.*), be-luv′ed; (*verb*) be-luvd′.
betroth, betrōth′, not be-trōth. So be-troth′al.
binary, bi′na-rĭ, *not* bin′a-ri, *nor* bi-na′rĭ.
binomial, bī-no′mĭal, *not* bĭ-no′mĭ-al.
blasphemous, blas′fe-mus, , *not* blas-fe′mus.
boisterous, bois′ter-us, *not* bois′-trus.
brigand, brig′and, *not* brĭ-gănd′.
brooch, brōch, *not* brō͞ch.
buoyant, bwoi′ant, *not* boi′ant, *nor* bo͞oĭ′ant. So **buoy′an-cy.**
business, biz′nes, *not* biz′ĭ-nes.
cartridge, kar′trĭj, *not* kat′rĭj.
catch, kăch, *not* kĕch.
cayenne, kā-en′, *not* kī-en′, *nor* kī-an′.
cemetery, sem′e-tĕr-ĭ, *not* sem′e-trĭ.
centenary, sen′te-na-rĭ, *not* sen-ten′a-rĭ.
certain, ser′tin, *not* sert′n.
chaldron, chawl′drun, *not* cawl′-dron.
chaos, ka′os, *not* ka′us.
character, kar′ak-ter, *not* ka-rak′-ter.
chasm, kazm, *not* kaz′um.
children, chil′dren *not* chil′durn.

chimney, chim′nĭ, *not* chim′lĭ, *nor* chim′blĭ.
chisel, chiz′el, *not* chiz′l.
Christmas, kris′mas, *not* krist′mas.
circuitous, sur-ku′it-us, *not* sur′-kit-us.
citizen, sit′ĭ-zn, *not* sit′ĭ-zen.
cochineal, kóch′i-nēl, *not* kōch′i-nēl.
coffee, kof′e, *not* kaw′fe.
coffin, kóf′in, *not* kawf′in.
column, kol′ŭm, *not* kol′yōōm, *nor* kol′yum.
comely, kum′lĭ, *not* kōm′lĭ.
complaisance, kom-pla-zance′ or kom′pla-zance, *not* kom-pla′sance.
concave, kong′kāv, *not* kon′kāv.
contrary, kon′tra-rĭ, *not* kon′trĭ *nor* kon-tra′rĭ.
coquette (*noun*), ko-ket′, *not* ko-kwet′.
courteous, kurt′e-us or kōrt′yus.
covetous, kuv′et-us, *not* kuv′e-chus.
cranberry, kran′bĕr-rĭ, *not* kram′-brĭ.
creek, krēk, *not* krik.
crouch, krowch, *not* krōōch.
current, kur′rent, *not* kurnt.
curtain, kur′tin, *not* kurt′n.
daunt, dänt, *not* dawnt.
deaf, dĕf, *not* dēf. So **deaf′en.**
depends, de-pends′, *not* de-penz′.
depot, dē po′ or dāpo′.
depths, depths, *not* deps.
dessert, dez-zert′, *not* dez′ert.
dew, dū, *not* dōō.
diamond, dī′a-mund or dī′mund.
discern, diz-zern′, *not* dis-sern′.
disputable, dis′pu-ta-bl, *not* dis-pu′ta-bl.
divan, dĭ-van′, *not* dī′van.
diverse, di′verse, *not* di-verse′. So **di′verse-ly.**
dolorous, dŏl′o rus, *not* dō′lo-rus.
donkey, dong′kĭ, *not* dung′kĭ.
doth, duth, *not* dōth.
drowned, drownd, *not* drown′ded.
duet, dū-et′, *not* dōō-et′.
duke, dūk, *not* dōōk.
duty, dū′tĭ, *not* dōō′tĭ.
eleven, e-lev′n, *not* levn.
encore, ŏng-kōr′, *not* ŏng′kōr.
engine, en′jĭn, *not* en′jin.
epizootic, ep-ĭ-zo-ot′ik, *not* ep-ĭ-zōō′tik.
equipage, ek′wĭ-pej, *not* e-kwip′ej.
esquire, es-kwīr′, *not* es′-kwīr.
etiquette, et′ĭ-ket, *not* et′ĭ-kwet.
European, ū-ro-pe′an, *not* ū ro′pe-an.
excellent, eks′sel-lent, *not* eks′-lent.
excise, eks-sīz′, *not* eks′sīz.
exempt, egz-emt′, *not* eks-emt′.
exploit, eks-ploit′, *not* eks′ploit.
exquisite, eks′kwĭ-zit, *not* eks-kwiz′it.
extempore, eks-tem′po-re, *not* eks-tem′pōr.
factory, fak′to-rĭ, *not* fak′trĭ.
falchion, fawl′chun or fawl′shun, *not* făl′chun.
February, feb′rōō-a-rĭ, *not* feb′ū-a-rĭ, *nor* feb′i-wĕr-rĭ.
feminine, fem′ĭ-nĭn, *not* fem′ĭ-nīn.
fertile, fer′tĭl, *not* fer′til.
finale, fe-nä′le, *not* fi′nāl.
flaccid, flak′sid, *not* flas′id.
forget, for-get′, *not* for-git′.
fragile, fraj′ĭl, *not* fraj′il.
futile, fu′tĭl, *not* fu′til.
gaunt, gänt, *not* gawnt. So **gaunt′-let.**
gentlemen, jen′tl-men, *not* jen′tl-mun.
geography, je-og′ra-fĭ, *not* jog′ra-fĭ
geometry, je-om′e-trĭ, *not* jom′e-trĭ.
get, get, *not* git.
God, gŏd, *not* gawd.
governor, guv′ern-ur, *not* guv′nur.
grievous, grēv′us, *not* grēv′ĭ-us.
grimace, grĭ-māce′, *not* grim′āce.
gutta-percha, gut′ta-per′cha, *not* gut′ta-per′ka.
harass, har′as, *not* ha-ras′.
haunch, hänch, *not* hawnch.
haunt, hänt, *not* hawnt.
hearth, härth, *not* herth.
heaven, hev′n, *not* hev′un.

height, hīt, *not* hīth.
heinous, hā'nus, *not* hān'yus, *nor* he'nus.
heroine, hĕr'o ĭn, *not* hĕr'o-in, *nor* he'ro-in.
hideous, hid'e-us, *not* hē'jus, *nor* hij'us.
horizon, ho-rī'zun, *not* hor'ī-zn.
hospital, hos'pī-tal, *not* os'pī-tal.
hostile, hos'tĭl, *not* hos-tīl, *nor* haws'tĭl.
hover, huv'er, *not* hŏv'er.
hundred, hun'dred, *not* hun'durd.
idea, i-de'a, *not* i-de', *nor* i-de'-ar.
idol, i'dol, *not* i'dl.
impiously, im'pī-us-lĭ, *not* im-pī'-us-lĭ.
individual, in-dĭ-vid'ū-al, *not* in-dĭ-vid'ōō-al.
industry, in'dus-trĭ, *not* in-dus'trĭ.
inexplicable, in-eks'plĭ-ka-bl, *not* in-eks-plik'a-bl.
inquiry, in-kwī'rĭ, *not* in'kwĭ-rĭ.
insects, in'sekts, *not* in'seks.
instead, in-sted', *not* in-stid'.
institute, in'stĭ-tūt, *not* in'stĭ-tōōt. So in-sti-tu-tion.
interesting, in'ter-est-ing, *not* in-ter-est'ing.
iron, ī'urn, *not* ī'run.
isosceles, ī-sos'se-lēz, *not* ī-sos'lēz.
jaunt, jänt, *not* jawnt.
jocund, jok'und, *not* jo'kund.
jowl, jōl, *not* jowl.
kept, kept, *not* kep.
kettle, ket'tl, *not* kit'tl.
kindness, kīnd'nes, *not* kīn'nes.
label, la'bel, *not* la'bl.
lamentable, lam'en-ta-bl, *not* la-ment'a-bl.
launch, länch, *not* länch, *nor* lawnch.
legate, leg'āt, *not* le'gāt.
leper, lep'er, *not* le'per.
lettuce, let'tis, *not* let'tus.
library, lī'bra-rĭ, *not* lī'brĭ.
lord, lord, *not* lawurd.
lucid, lū'sid, *not* lōō'sid.
lurid, lū'rid, *not* lōō'rid.
luxury, luks'u-rĭ, *not* lugz'u-rĭ.
matin, mat'in, *not* ma'tin.
matron, ma'tron, *not* mat'ron.
mechanist, mek'an-ist, *not* me-kan'ist.
medium, me'dĭ-um, *not* me'jum.
miracle, mĭr'a-kl, *not* mĕr'a-kl.
mischievous, mis'chĭv-us, *not* mis-chēv'i-us.
mongrel, mung'grel, *not* mon'grel.
mountainous, mŏwn'tin-us, *not* mown-tān'ĭ us.
nature, nāt'yur, *not* nā'tur.
nausea, naw'she-a, *not* naw'se-a. So nau'se-ate.
neuter, nū'ter, *not* nōō'ter.
new, nū, *not* nōō.
nominative, nom'ĭ-na-tĭv, *not* nom'na-tĭv.
none, nun, *not* nōn.
nothing, nŭth'ing, *not* nŏth'ing.
oceanic, o-she-an'ik, *not* o-shan'ik, *nor* o-se-an'ik.
odious, o'dĭ-us, *not* o'jus.
ominous, om'in-us, *not* o'min-us.
once, wuns, *not* wunst.
onyx, ŏ'niks, *not* ŏn'iks.
opinion, o-pin'yun, *not* ŭ-pin'yun.
opponent, op-po'nent, *not* op'po-nent.
orange, or'enj, *not* ornj.
Orion, o-rī'un, *not* o'rĭ-un.
oxide, oks'īd, *not* oks'id.
patron, pa'tron, *not* păt'ron.
pedal (*adj.*), pe'dal, *not* ped'al.
pedal (*noun*), ped'al, *not* pe'dal.
Persian, per'shan, *not* per'zhan.
petrel, pet'rel, *not* pe'trel.
piano-forte, pĭ-ä'no-fōr'te. The pronunciation pĭ-an'o-fōrt, so often heard, is not sanctioned.
pigeon, pij'un, *not* pij'in.
pincers, pin'serz, *not* pin'cherz.
pith, pith *not* peth.
plait, plāt, *not* plēt.
plateau, plä-to', *not* plăt-o'.
poison, poi'zu, *not* pi'zn.
police, po-lēs', *not* plēs.
poniard, pon'yard, *not* poin'yard.
potato, pō-ta'to, *not* pū-ta'to.
prairie, prā'rĭ, *not* per-a'rĭ.
preface (*noun and verb*), pref'ace, *not* pre'face.

pretty, prit′ĭ, *not* prĕt′ĭ. So **pret′-ti-ly.**
produce (*noun*) prod′ūce, *not* pro′-dūce.
quote, kwōte, *not* kōte.
quorum, kwō′rum, *not* kō′rum.
quotient, kwō′-shent, *not* kō′-shent.
ration, ra′shun, *not* rash′un.
recess, re-ses′, *not* re′ses.
regicide, rej′ĭ-sīd, *not* re′jĭ-sīd.
reptile, rep′tĭl, *not* rep′til.
rhubarb, rōō′barb, *not* rōō′bub.
rid, rid, *not* red.
rind, rīnd, *not* rin, *nor* rĭnd.
ruffian, ruf′yan or ruf′ĭ-an, *not* ruf′in.
sacrifice (*noun*), sak′rĭ-fīz or sak′-rĭ-fīs, *not* sa′krĭ-fīz.
saline, sa-līn′ or sa′lin, *not* sa′lēn.
saliva, sa-lī′va, *not* sal′ĭ-va.
salver (*a plate*), săl′ver, *not* sä′ver.
sat, sat, *not* sot.
saucy, saw′sĭ, *not* săs′ĭ, *nor* sä′sĭ.
sausage, saw′sej, *not* săs′ej.
scalene, ska-lēn′, *not* ska′lēn.
sceptic, skep′tik, *not* sep′tik.
screw, skrōō, *not* skrū.
senile, sē′nīl, *not* se′nĭl.
senna, sen′na, *not* sē′na, *nor* sē′nĭ.
shut, shut, *not* shet.
since, since, *not* sence.
sinew, sin′ū, *not* sin′ōō.
sit, sit, *not* set.
slept, slept, *not* slep.
snout, snowt, *not* snōōt.
sofa, sō′fa, *not* so′fĭ.
sorry, sŏr′rĭ, *not* saw′rĭ.
spaniel, span′yel, *not* span′el.
spirit, spĭr′ĭt, *not* spĕr′ĭt.
steward, stū′ard, *not* stōō′ard.
strength, strength, *not* strenth.
stupid, stū′pid, *not* stōō′pid.
subtle (*sly*), sut′l, *not* sub′tl.
such, such, *not* sech, *nor* sich.
suite, swēt, *not* sūt, *nor* sōōt.
supple, sup′l, *not* sōō′pl.
suppose, sup-pōz, *not* spōz.
swept, swept, *not* swep.
syrup, sĭr′up, *not* sŭr-up.
tenet, ten′et, *not* te′net.
tepid, tep′id, *not* te′pid.
thousand, thow′zand, *not* thow′-zan.
tortoise, tor′tiz or tor′tis, *not* tor-tois.
tour, tōōr, *not* towr. So **tour′ist.**
toward, tō′urd, *not* tō-wawrd′.
tranquil, trang′kwil, *not* tran′kwil.
troche, tro′kē, *not* trōc, *nor* tro′chē.
tube, tūb, not tōōb.
Tuesday, tūz′dĭ, *not* tōōz′dĭ.
tune, tūn, *not* tōōn.
twelfth, twĕlfth, *not* twĕlf.
tyrannic, tĭ-ran′nic, *not* tĭ-ran′nic.
umbrella, um-brel′la, *not* um-brĭl′-la, *nor* um-ber-el′a, *nor* um-ber-el′.
velvet, vel′vet, *not* vel′vit.
vicar, vic′ar, *not* vi′car.
victory, vic′to-rĭ, *not* vic′trĭ.
villain, vil′lin, *not* vil′un.
vineyard, vin′yard, *not* vīn′yard.
violet, vi′o-let, *not* voi′let.
volume, vol′yum, *not* vol′ ŭm.
was, wŏz, *not* wuz.
well, wel, *not* wăl.
were, wer, *not* wăur.
windward, wĭnd′ward, *not* wĭnd′-urd.
wrestle, res′l, *not* res′tl, *nor* ras′l.
wrong, rong, *not* rawng.
yacht, yot, *not* yat.
yes, yĕs, *not* yĭs, *nor* yăăs, *nor* yĕ.
yet, yĕt, *not* yĭt.
yonder, yon′der, *not* yen′der, *nor* yun′der.
zealot, zĕl′ut *not* zēl′ut.
zenith, ze′nith, *not* zĕn′ith.